

EDWARD ELLIS ALLEN

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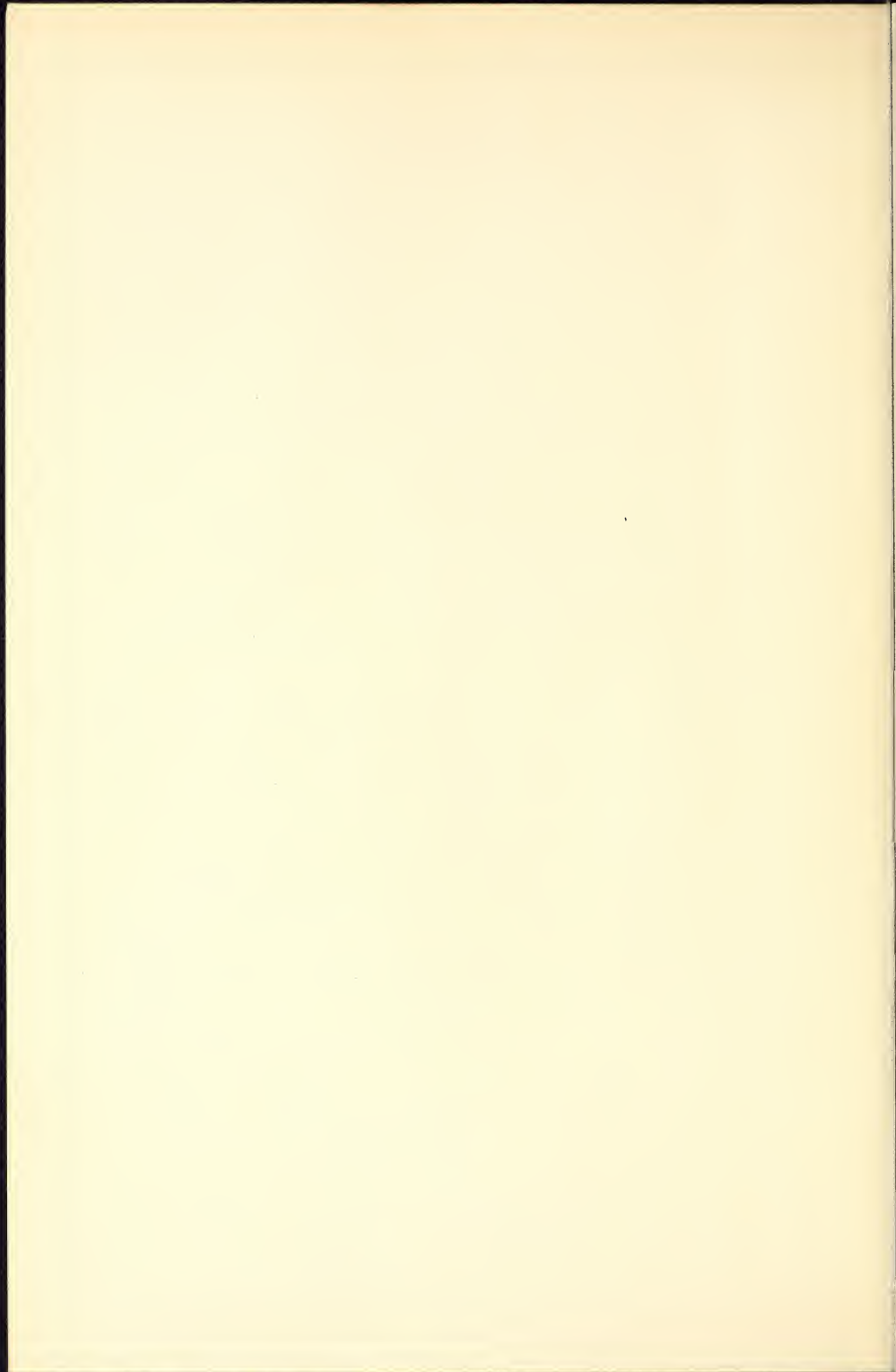
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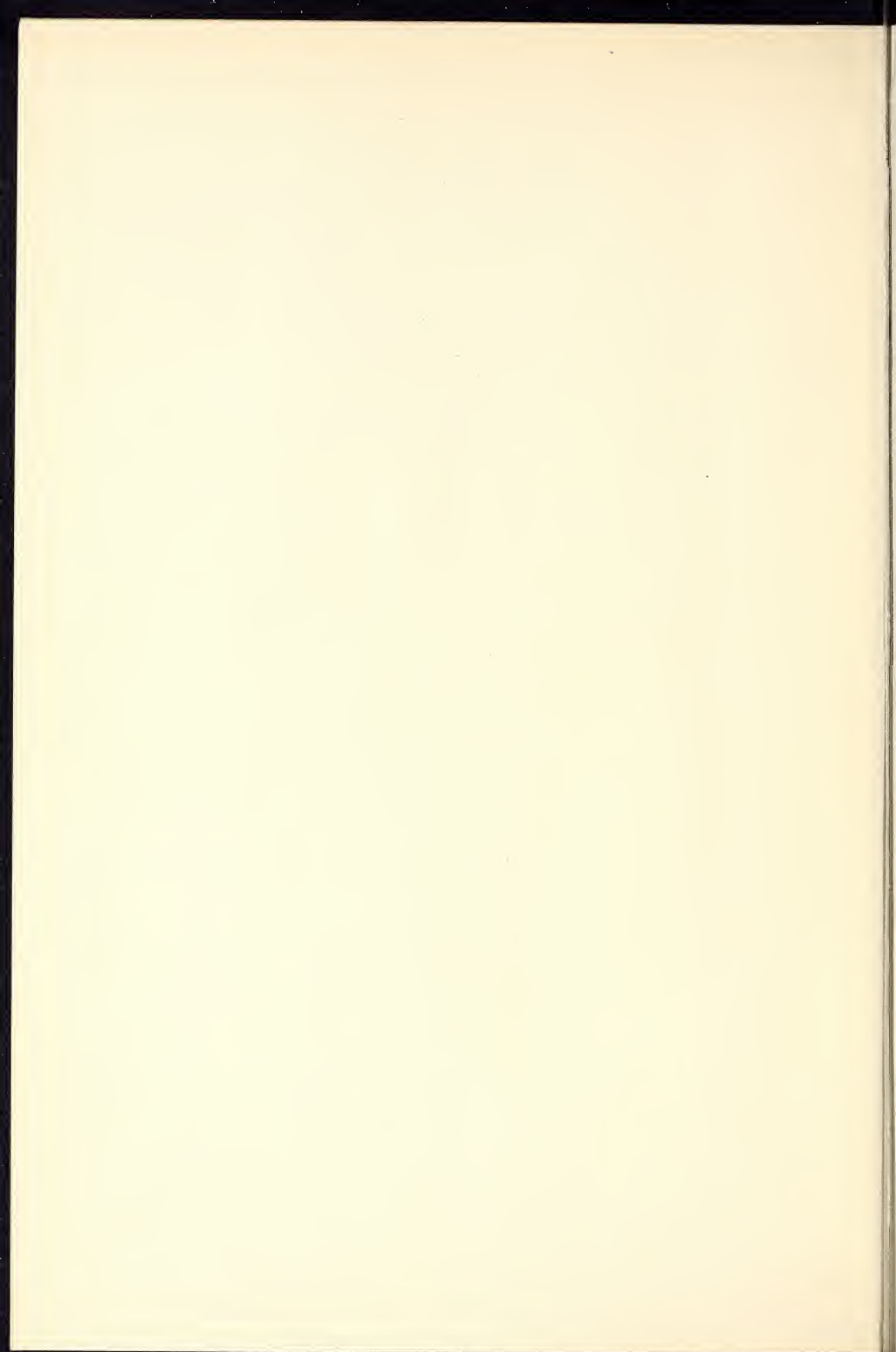
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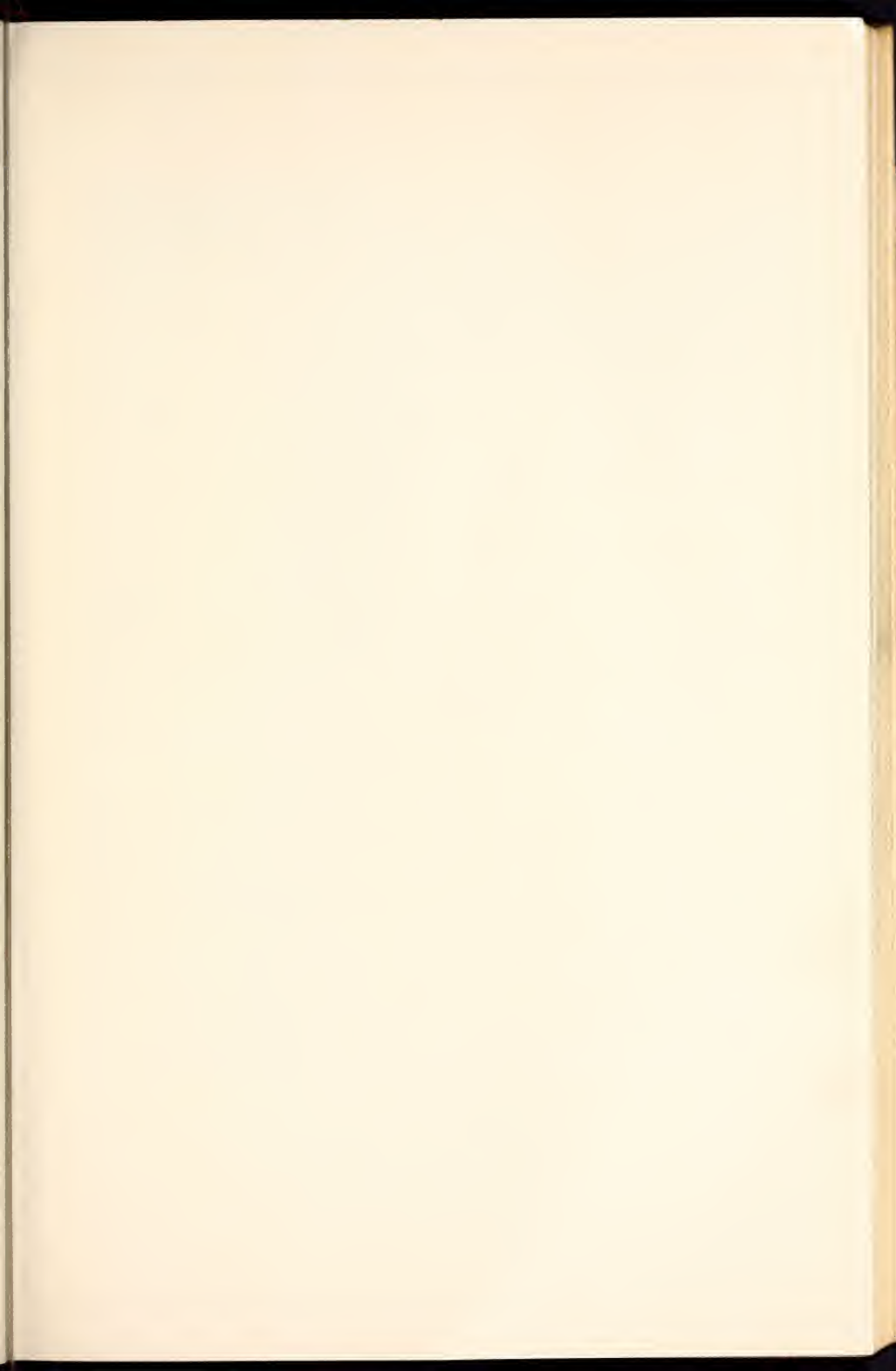
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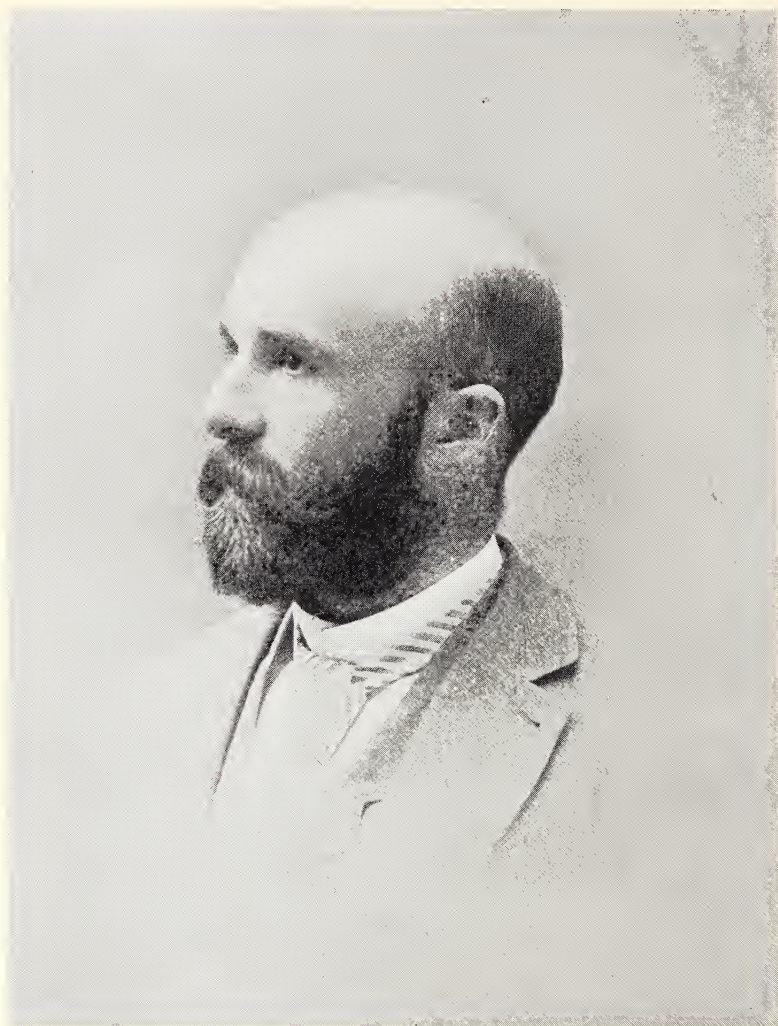
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EDWARD ELLIS ALLEN







Edward E. Allen

Boston, 1889

EDWARD ELLIS ALLEN

BY

Katharine G. Allen

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TO MR. ALLEN'S SPECIAL FRIENDS

OLIN HOWARD BURRITT

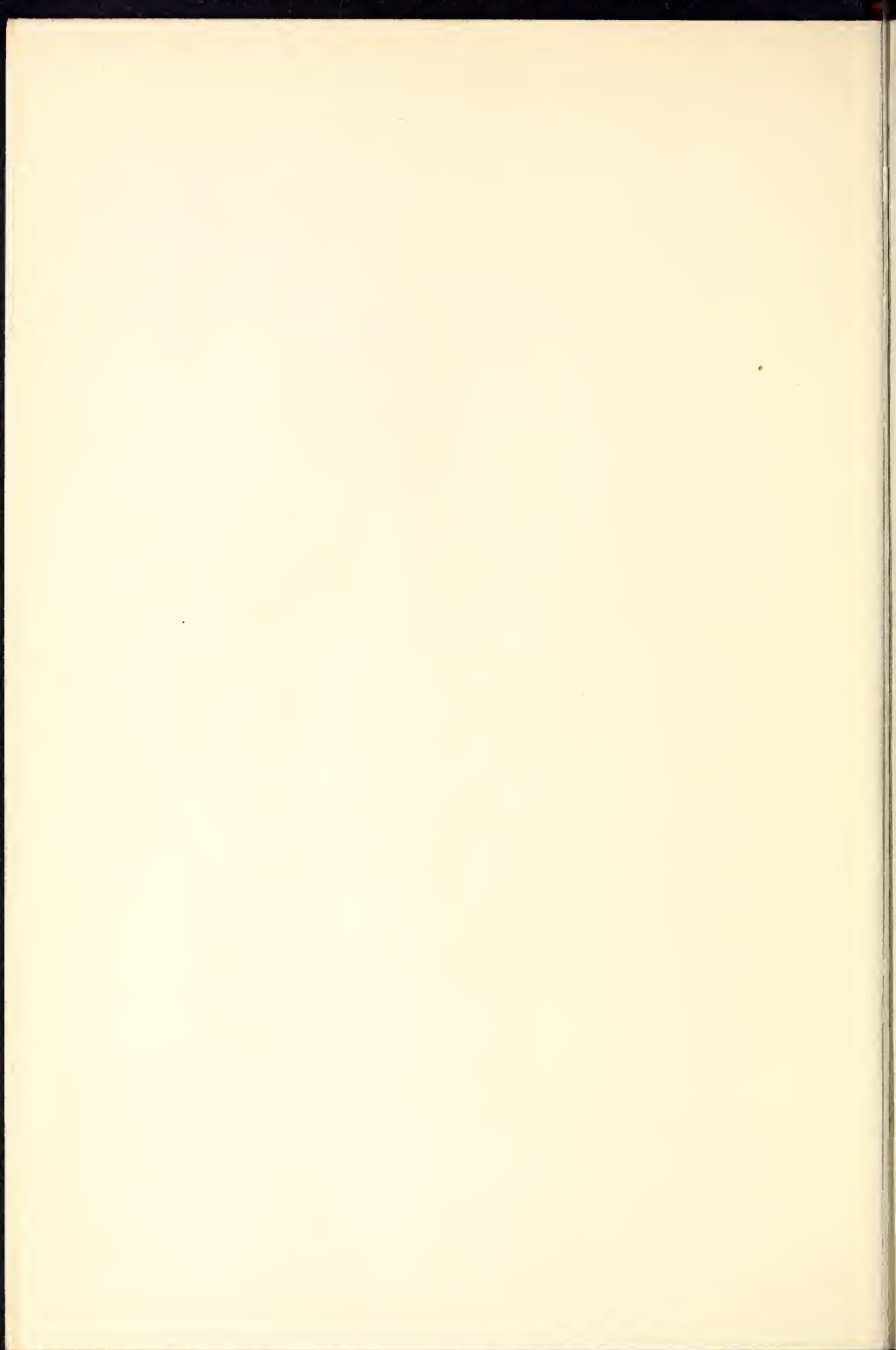
HIS PROFESSIONAL BROTHER IN HIS SELFLESS
DEVOTION TO BLIND PEOPLE AND THEIR CAUSE

AND

EDWARD MARLAY VAN CLEVE

HIS PROFESSIONAL AND SPIRITUAL BROTHER IN HIS
LOVE OF EVERYTHING THAT WAS NOBLE, BEAU-
TIFUL, INSPIRING, AND UPLIFTING;

TO ALL WHO HAVE STRIVEN TO RAISE THE STATUS
OF THE BLIND, AND TO THOSE EQUALLY IMPORTANT,
IF NOT MORE SO, WHO HAVE LABORED AND ARE STILL
LABORING TO STAMP OUT ALL PREVENTABLE BLIND-
NESS, THIS SKETCH IS AFFECTIONATELY DEDICATED



PREFACE

AT THE time of Mr. Allen's retirement from Perkins, in 1931, his predecessor at Philadelphia wrote, 'He is surely the outstanding figure in the work for the blind during the past forty years.' A newcomer to the field wrote, 'Everywhere I see your name in the records of the past forty years and I should like your help'; and another newly appointed head said, 'Everything accomplished in the work during the past forty years is yours.'

He was so modest and self-effacing in all he did that his family feels moved to make this record of his various services to the cause of the blind. It is generally conceded that if not the originator of many of the new movements in the work for the blind, he was at the last of his directorship the acknowledged Leader. He set the type of the changes that were bound to come in the second fifty years of the work and was the instrument through which the education of the blind, in the United States, broke away from the somewhat stultifying bonds of charity, was broadened, made more efficient and more dignified.

This sketch has been written during his lifetime, that it might have his correction and approval, and no pains have been spared to make it authentic.

Thanks are due Miss Mary Esther Sawyer, Perkins Institution librarian, for untiring research and the answering of questions; and to Miss Anna Gardner Fish, during his directorship Mr. Allen's private secretary, for reading the manuscript and making numerous corrections and suggestions; and to Mr. Frank C. Bryan, Manager of the Howe Memorial Press, for valued assistance in proof-reading and verifying.



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Part I



EDWARD ELLIS ALLEN



CHILDHOOD AND BOYHOOD

THE West Newton, Massachusetts, of a hundred years ago, like Boston and Concord, was a community of choice spirits, of those who gave New England the moral and spiritual pre-eminence it long enjoyed. Horace Mann, who was the originator of much that is best in our educational system of today; Miss Elizabeth Peabody, sister of Mrs. Mann and the introducer of Froebel and kindergartens to our country; Lydia Maria Child, author and antislavery worker; 'Father Peirce,' a great pioneer teacher; and Caroline Severance, 'Mother of Women's Clubs,' were the best known. The names of these and of many lesser lights testify to the quality of its citizenship.

Into this stimulating environment, of which they were a part, was born to James Theodore and Caroline (Kittredge) Allen on August 1, 1861, their first child, named for his two grandfathers Edward Ellis. He is of Pilgrim ancestry, tracing back on his mother's side to Governor Bradford and on his father's to Elder Brewster.

Mr. Allen is of the eighth generation of his family in this country, the original James Allen having settled finally in Medfield, Massachusetts, in 1649. The old homestead was kept in the family until 1935. The Allens came from the English side of the Scottish border. According to a little published genealogy of the family,

they were robust and long-lived. Many of the sixth, seventh, and eighth generations gathered regularly in the Medfield homestead for Thanksgiving Day until 1874.

Ellis Allen, our Mr. Allen's grandfather, was a typical New England 'Puritan'; he would not ride on Sundays to church, which was over a mile away; his family might, if they chose, but not he. He was actively interested in the movement for the abolition of slavery, and the farm work was often given up for the day if Garrison or Phillips were to speak in Boston. He kept one of the stations of the 'underground railroad.' Mr. Allen's father told of how, as a child, he had sat on the knees of the negro Frederick Douglass when in hiding at this station. Years afterward our Mr. Allen met Mr. Douglass in London, and going up to him said, 'I want to speak to you, for I am the grandson of Ellis Allen of Medfield.' Mr. Douglass replied, 'Ah, yes, I knew Ellis Allen well; he was a friend to me in the days of my obscurity.'

Ellis Allen was brother to Joseph Allen, the last settled town minister of Northboro, Massachusetts; and Joseph Allen was the father of Joseph Henry Allen, co-author of the popular Allen and Greenough series of Latin textbooks. Joseph Allen's four sons became teachers or ministers, and all but two of Ellis Allen's five sons and two daughters were teachers. It was customary for the brothers Joseph and Ellis to exchange a son each year, that the minister's boys might have the practical experience of the farm, and the farmer's boys the cultural experience of the parsonage.

Joseph Henry Allen held the same sort of position at Harvard that our Mr. Allen afterward held, the former

being Lecturer in the Divinity School on Ecclesiastical History, the latter Lecturer in the Graduate School of Education on The Education of the Blind.

Mr. Allen's uncle, Nathaniel T. Allen, a graduate of the Bridgewater Normal School, had started the English and Classical School of West Newton. It became so well known and so well regarded that several families of importance moved to West Newton to live that they might send their children to it. It was a progressive school, too, regarding all education as a discipline and as a training in right and noble living. Liberty under law was its rule. Nathaniel Allen had the power of firing his pupils with his own enthusiasms, as Agassiz did, and took them on excursions to find minerals and wild flowers for their collections. He opened in his school the first kindergarten in America, conducted by Mrs. Louise Pollock, whom he brought from Germany. Our Mr. Allen was one of this group of eight or ten children. The Allen school had also one of the pioneer gymnasiums. It contained a variety of climbing apparatus, and when the weather interfered with baseball or football on the Allen playing field, two afternoon hours passed very quickly and enjoyably following-the-leader or otherwise exercising under cover. Dio Lewis, an early advocate of physical culture as a means to health, gave lectures and exercises under the patronage of the school, which were largely attended by outside people.

The school was coeducational and residential, with a central schoolhouse, the pupils living in the four families of the Allen brothers, all teachers in it. Mr. Allen's father became one soon after its foundation, continuing some forty years and dying in harness. Although a

farmer's boy, he was one of the early graduates of the Bridgewater Normal School, and later was graduated from the Van Rensselaer Polytechnic Institute, where for a while he taught. He was quick, active, vigorous, and naturally clever with his hands; and he could teach superbly anything he knew, his specialties being mathematics and science. He read aloud beautifully, particularly the Bible, and his readings from it and from the best literature were a regular thing in the family. In this way the novels of Dickens became a standby there and continued to be so into the ninth generation. He had great personal charm and was beloved by high and low, especially by the lowly colored people of West Newton, every one of whom knew him well. An occasional colored pupil lived as a member of his family.

He always carved and served for his whole group, his own family, teachers, and pupils sitting together at one large horseshoe table; and he kept up a running fire of talk of his experiences as a boy in Medfield, as district school teacher, and of his travels abroad — for he had been everywhere — but especially of events and happenings which had a practical and ethical significance. Mr. Allen never had much companionship with his father, who was fully occupied with the school and town affairs in which he took an active part, being, at one time, Alderman of the City of Newton. His father did, however, encourage his keeping pets, foster in him a love of all out-of-doors life, and teach him pruning, grafting, and bee-keeping, avocations which the son followed all his active life. His father also taught his boys the dignity of labor and, for several years when circumstances did not justify keeping a hired man

winters, Mr. Allen and his brother milked two cows and took care of the horse, the pigs, and the hens, not as a task demanded, but as an opportunity to help gladly accepted and performed. One incident connected with this cooperative farming was not so happily remembered as the rest. One autumn the apple trees yielded a bumper crop, more than could possibly be used by the family. Father Allen suggested to Edward and his brother Fred that they should sell some of the apples from door to door in West Newton. He himself drove the horse and wagon and seemed to enjoy it, which was more than the boys did; for they felt much embarrassed when girls with whom they went to dancing school answered the doorbell. The discomfort of this experience was never forgotten.

Mr. Allen loved and revered his father; it was to him, he said, that he owed his frugal habits, his hatred of waste of any kind, particularly of food, of seeing litter scattered about, or of otherwise defacing Nature, his antipathy to tobacco, his abhorrence of thought or action that was mean or unclean, his ideal of a life of simple living with the enjoyment of the best in art, literature, music, and travel, and the deep influence of a preaching and practicing 'Christian' gentleman; indeed, the principles of Ann and Jane Taylor's verse and of *Poor Richard* deeply colored his philosophy. These were excellent, character-forming precepts.

A strong ethical influence pervaded the Allen school; the very practical weekly 'Moral Lessons,' which everybody had to write up in his daily journal, must have had a profound influence on the pupil body. All this gave our lad a glimpse of the tremendous influence of uncon-

scious tuition — of the forces let loose when teachers and pupils live together in a family, of the superiority of the right kind of teacher's influence to anything he may teach from books. This he was later to put into practice.

Though Mr. Allen bore a striking resemblance to his father physically, temperamentally he was a Kittredge. His mother was, in many ways, the opposite of his father. She was never robust, and preferred quiet family life to that outside. She was a student, cultured, widely acquainted with English and German literature and with German philosophy, which she had read in the original. She had been a pupil at the transcendental Brook Farm. So what went most to make him what he was, was the quiet companionship with his mother in her large, sunny room with its cheery Franklin stove. They were tenderly devoted to each other. Here they talked and read together; from here they went out to work in her flower garden or to drive about the countryside in silent communion.

When Edward was about two years old his father bought a tract of land in West Newton where the William Warren Junior High School now stands, sixteen acres, consisting of the homestead, which had been planted by its former owner with fine specimen trees, some imported and rare, and of a large vegetable and fruit garden, beyond which was a brook separating this from the wooded hill behind. This property ran up and across Temple Street; it was an admirable place for a school and for the family. It had the garden, spoken of, and a fine orchard; Mother Allen had space for flowers; each of the children had his own garden, besides room for

all sorts of wholesome activities. Part of the brook was made into an open-air swimming pool, and most of the young people of West Newton learned to swim there. Father Allen optimistically considered the place a splendid long-time investment, and so it proved to be, but not for him. The large mortgage on it was a heavy burden to him as long as he lived.

Two things Mr. Edward Allen often talked of in after years: the lovely brook, and the grave of a baby brother in the Newton Cemetery. He spent many hours playing by this brook, making water wheels to run in it or directing its waters into little pools for fish; and his mother would often take him to the cemetery when she wanted to get away from the busy house. The tiny grave was planted with lily-of-the-valley, and while his mother would tend the grave he would fetch water for it from the small lake near-by. There was no sadness connected with these visits, but lilies-of-the-valley always meant to him the precious hours with her in that beautiful spot.

The Allen connection having largely 'run to girls' in his generation, he and his brother were surrounded by a host of girl cousins. All these influences combined made him the retiring, modest, self-effacing, sensitive, spiritual being he was.

Little children loved him. It was a common sight later on to see him surrounded by his kindergarten girls, whether at Philadelphia or at Boston, all talking to him at once; or sometimes walking with the younger girl pupils who had him by the hand. Once on a visit to the tiny beginners at the Horace Mann School for the Deaf, they all rose like one child when he entered the classroom and rushed upon him, taking him by the hand, the

arm, the leg, looking up into his face for a smile. His smile was really lovely, radiating as it did his beautiful inward life. Miss Adams, the Principal, said, 'I never knew them to do that before.'

Mr. Allen made no religious pretensions, though so long as he could hear well he was a regular attendant at the Church of the Disciples, that remarkable church founded by James Freeman Clarke, the church to which Doctor Howe and his family had attached themselves. There for some years he was chairman of the Committee on Education. He was about as unworldly as anyone could be and be practical at the same time. He was a Quaker in his attitude to religious expression and lived, like the Quakers, a consecrated life.

SCHOOL AND COLLEGE

WHEN our lad was eleven years old, his father took the family to Germany and to Switzerland, both to give Mrs. Allen a much-needed rest and to prepare himself to teach Greek and Latin. They spent a year in Leipzig, and another in Zurich, where the children were put into a German school. The teaching was largely oral, but there was much 'making and doing' by the pupils, also many conducted excursions. The stories of legendary Rome, taught without textbook, were so fascinatingly told that they were never forgotten. The knowledge of German then acquired was a help to Mr. Allen later, especially in Philadelphia, where many of his pupils were Pennsylvania Dutch. He and his mother kept up the language after their return, reading and talking it as long as he remained at home. His love for this Swiss school was so great and so lasting that in 1937, sixty-four years afterward, he revisited Zurich, hunted up the schoolhouse, and found the daughter and the grandson of his old master, who, he then learned, had been a German nobleman exiled from his country, but dropping his title of 'von' because of his association with the abortive revolution of 1848, which gave the United States Carl Schurz.

As a boy, Mr. Allen's intellectual development was rather slow, partly because of his mother's obsession to have him what she was not, a robust person. She could not bear to see him practicing on the piano or sitting over his books when she felt it would be better for him to

be out-of-doors. However, he entered Harvard in the fall of 1880 and naturally became somewhat discouraged over the marks he received for his first year's work; but happening in his sophomore year to elect a course in natural history under Doctor Mark, he got his first 90 per cent and took heart. This was a turning-point in his college career; fifty years later he found and gave satisfaction in telling this professor so. Thereafter he took all the biology and kindred courses possible, together with some Latin and Greek, and summer courses in French under Doctor Lambert Sauveur — father of the distinguished Professor Eugene Sauveur of Harvard — who had a locally popular summer school in connection with Amherst College. He had what is called a 'gift for language'; one year at home he shared a room with a German and a Spaniard, neither of whom could speak the other's language or knew much English; so he was interpreter for them. He studied Spanish at Harvard, sometimes learning his lesson on the way from dormitory to classroom.

His father hoped he would become a classical professor; his mother wanted him to follow the long line of Kittredges who had been doctors. Oliver Wendell Holmes, who was a friend of his grandfather, uses the name Kittredge in his *Elsie Venner* as the name of its physician. About 1931 there was erected, on the village green in North Andover, a monument to the eight consecutive generations of Doctors Kittredge in Billerica, Andover, and North Andover, and today a Doctor Joseph Kittredge has a sanitarium in North Andover in the house built by his doctor great-grandfather and occupied each generation since by a physician

of the family. The Kittredges had large families, and there is said to be one of these doctors in many of the towns about Andover. Once a young physician who had settled in Andover had his name changed to Kittredge as a help to his practice.

Following his mother's wishes, the majority of Edward's courses became those leading to medicine. He was not one of the popular fellows in college, but he made a few good friends, was a Pi Eta man, and in his last year made the Harvard record for rope-climbing, which, as that event was soon given up, he still holds. He twice represented Harvard in throwing the hammer in the intercollegiate games at Mott Haven, and was in after years awarded the Harvard Varsity H in track for the season of 1884. He had injured his knee at football while in school, and having to nurse it several years, became powerful in his arms and one of the strong men in his class.

He always had a great love for his alma mater and felt that she had been a tremendous inspiration to him; and that his college course was one of the greatest gifts his father gave him. This father, on a comparatively small income, sent three children to college and gave the fourth an equivalent musical education in Boston and Germany.

In 1884 Mr. Allen was graduated from college *cum laude*, and spent the next year at the Harvard Medical School, going to it daily from West Newton. Though he pursued this course faithfully enough, he by no means fell in love with medicine; perhaps no first-year student of it ever does. In the summer of 1885 he did some tutoring in scientific German.

THE GREAT DECISION
Was it Chance or Predestination?

THE year 1885 was a lean one for the English and Classical School, and as Mr. Allen had a brother whose turn it was to go to college, his father suggested that he take a year or two off to earn money with which to finish his medical course. A cousin of his father's, Professor William Allen of Wisconsin University, coming home across the Atlantic with Doctor Campbell, who was seeking American teachers for his school in London, told him of our medical student. A meeting was arranged, Mr. Allen agreeing to go to England for two years but not for more. He looked upon the interruption much in the light of an adventure. How great an adventure it was, appears later.

Francis Joseph Campbell, then Doctor and later Sir Francis Campbell, was one of the most remarkable blind men that ever lived. An American boy, product of the Tennessee School for the Blind, he was nevertheless an outstanding abolitionist, and because of this came North, was organist of the Swedenborgian Church in Newtonville, Massachusetts, teaching music pupils from prominent families, and later became director of music at Perkins Institution under Doctor Howe, where he stayed eleven years. While returning home via England, in 1872, at the end of a year's absence for rest and further study of music in Germany, he met Doctor Armitage, a wealthy English gentleman, also blind, who had made a study of the schools for the blind both at

home and abroad, and who felt there should be something better in England than he found there. These two men were mutually attracted from the first. Mr. Campbell having suggested the opening of a select school, Doctor Armitage offered to give a third of the money necessary for a starter if Mr. Campbell would raise the rest. This Mr. Campbell proceeded to do. He opened the Royal Normal College and Academy of Music for the Blind in Upper Norwood, accessible to central London with its advantages, and near the Crystal Palace with its standard concerts and exhibitions to which the teachers and pupils were provided passes.

Think what energy and power it required to raise money in a foreign country and to start and to keep going a school which was virtually a challenge to those then existing there for the blind. At this select school Mr. Campbell soon demonstrated superbly what can be done with blind youth under a devoted and trusted leader, one who could not only educate them but place them, and would see to it that they succeeded. His repeated exhibitions of his pupils in gymnastics and in music astonished people and began to break down the natural disbelief in the blind as producers. It is now generally conceded in England and Scotland that he changed the whole face of the education of the blind there. How much his work came to be appreciated was demonstrated first when Glasgow University made him an LL.D., but especially when King Edward VII knighted him, which he did in 1909.

For a number of years Doctor Campbell had Americans for his resident teachers; in fact, in the beginning Doctor Howe released to him six of his best teachers.

One, Miss Mary Green, became head of the day-school classes for the blind in London and sent her specially promising pupils to Doctor Campbell; another, Miss Sophia Faulkner, later became Mrs. Campbell and was appointed Lady Superintendent of the college. English school teachers, at that time, would instruct in academic subjects only. Doctor Campbell wanted 'helpers' who would teach both physics and skating, literature and swimming, and who would live and play with the pupils, giving practically all their time, as he did himself. What a splendid training for just such a position Mr. Allen had had! He had had a varied and practical education, he loved out-of-doors sports, was a strong swimmer, an excellent skater, a good dancer — these accomplishments had been part of his school training. He excelled in games of skill and had a very 'straight eye,' as many a matron will attest, for he saw instantly anything that was awry. For some time he was the champion archer of West Newton, and after the age of seventy, when he was spending his summers in England and was asked to a garden fête, though he had never played croquet seriously or golf at all, he did not refuse to join in, and often came off victor over experienced players in clock and ladder golf. Lady Campbell once said to him, years afterward, 'What an easy time we should have had at Norwood if all our teachers had had the training you had and had been as interested and devoted as you were!'

Mr. Allen went to Norwood in the autumn of 1885. Very soon he found that his interest lay in teaching rather than in medicine, and he presently became so impressed with the eagerness of his pupils to learn, with

their gratitude, courage, and achievements, that he then and there decided not only to teach, but to teach the blind if opportunity offered. He began reading up on the subject, yet after the second year he returned home. He had used his free time and holidays in learning London, and in seeing what he could of England, France, and Germany.

His father and uncle needed him in the Allen School; but his mother opposed the idea. He too felt he would like to go somewhere where he would not be 'Mr. Ned' all his life, as his father had been 'Mr. James.' While this matter was pending Doctor Campbell wrote Mr. Allen, Sr., praising his son's work highly (although he had told the young man in his first term that 'he hadn't earned his salt') and suggesting that he had in him the making of the head of one of these schools, and that 'since several such heads in the United States were old men, he probably would not have long to wait'; in short, the Doctor advised strongly that the young man should return to London and continue there in the work. Father Allen gave way to such unexpected encouragement to his son and acquiesced in his return to Norwood. It will later appear how long he might have had to wait for promotion in America except for a strange turn in Fortune's wheel. His third year provided more tribulations than the others had, among them a disagreement with Doctor Campbell over discipline. Birching is still fairly common in the English schools, but when the Doctor wanted Mr. Allen to cane a small boy before the whole college and immediately after prayers, he refused, whereat the Doctor dismissed him on the spot, but later changed to saying he could not return another year. As

a matter of fact, all his American teachers refused this task, but Mr. Guy Campbell, who had had an English education, gave the punishment.

About this time he received from his father the following cable: 'Identical positions offered you Boston Philadelphia.' He chose Perkins as being nearer home. This was his only reason for the choice, since he knew neither school. (Though from childhood he had heard much of Doctor and Mrs. Howe, of Laura Bridgman and of Perkins, he had never visited the institution.) Curiously enough, Doctor Howe had once approached his uncle, Nathaniel Allen, about coming to Perkins to be an assistant and probable successor, and had invited his father, James Allen, to take charge under him of his school for idiotic children, now the Walter E. Fernald State School, at Waverley. Mr. Allen's choice was one of those 'turnings of the corner' which George Eliot speaks of, that determine all one's future career. It hardly seems as though it could have been chance.

(He went to Perkins in the fall of 1888; there his coming created a mild sensation. Mrs. Anne Sullivan Macy said of him: 'He was head master at Perkins when I brought Helen Keller to Boston in 1888. Then everybody was talking about the new master. We heard that he was a brilliant scholar, that he had advanced ideas. One of them was that the student must do his own learning — an idea we have not caught up with yet.) He was young, handsome, and unmarried, and very English in dress and speech. Through his association with his mother he was attentive to older women and considerate of them, and he soon had favors from Miss Moulton, the matron of the boys' school. Mr. Anagnos

invited him into the Director's apartments occasionally to help entertain Mrs. Howe. But that he should not have his head turned he was warned off 'Galatia,' the girls' department, and clearly shown by Miss Bennett, the Principal, that he must not trespass there, even his English tricycle being considered as belonging to the boys' department and best not kept in the girls' covered walk. Yet considering the disastrous results of the intermarriage of blind people or of deaf people, not to mention the feeble-minded, was not her position far wiser and more just to society than is that of those who would help this human tragedy along? Miss Bennett was only carrying out what Doctor Howe and Mr. Anagnos had considered most important, the absolute separation of the boys and the girls in the institution.

Laura Bridgman was still at Perkins, where she died in 1889. Her funeral was held in the school hall. The Howe family was present, Edward Everett Hale officiated with the Baptist minister of South Boston, and Edward Allen Fay, an eminent educator of the deaf, told her story and the lesson of her life. Doctor Howe had wanted to see if Laura would develop religious ideas without outside suggestion, but during one of his absences in Europe her theological instruction was taken in hand and she became a rigid Baptist, and remained one all her life, being a regular attendant at that church.

In the autumn of 1889, Helen Keller and 'Teacher' came again to the girls' department on Mr. Anagnos's invitation. What curiosity there was to see the child, and how proud the whole school was of her progress and of the social attention she received; for she had a

reception worthy a royal personage, while the one to whom she owed all she was stood modestly aside and was even entirely overlooked at times. 'Teacher' kept Helen from the strain of meeting all the visitors who wished to see her; but the boys' head master might bring anyone he liked.

Mr. Anagnos's administration was an impersonal one: the staff and pupils saw but little of him. When Mr. Allen asked him how he should act in a certain matter he replied, 'Do as your predecessor did.' As the predecessor could not be got at, this meant 'Do as you think best,' and it left Mr. Allen a pretty free hand. Fortunately Mr. Anagnos still had devoted disciples of Doctor Howe, who rallied round him: 'Saint Moulton,' as the Doctor called this matron; Mr. J. W. Smith, and especially Mr. Dennis Reardon, while his two secretaries, Miss Martha Sawyer and Miss Anna Gardner Fish, were absolutely devoted to him. While he labored hard in behalf of Perkins and its kindergarten and raised money, they carried on for him and kept alive the Perkins spirit and tradition. They could do this more effectively because they knew that Mr. Anagnos, having been Doctor Howe's assistant for a number of years, knew his ideals for the school and was thoroughly in sympathy with them; they trusted him and he trusted them. Mr. Anagnos was a handsome man with a fine, commanding presence, and he breathed culture and refinement. His marrying Julia Romana Howe probably helped him, but he did not have to depend on that connection to make warm, devoted, and powerful friends for himself and for the school.

In 1889 Mr. Anagnos went back to Greece for the first

time since he had come to America with Doctor Howe. Mr. John Bennett, afterward Judge Bennett, was appointed Acting Director. He was alert and businesslike; he had the buildings painted and various physical improvements made inside them. Mr. Anagnos told the story himself that during the year he received a letter from the President of the Board to the effect that since Mr. Bennett 'was doing so well' he might stay away as long as he wished to. 'Yes,' he said to himself, 'altogether too well,' and he took the next boat back home. When the newly painted buildings met his eye he saw red, for every bit of renovation meant to him the spending of money he had raised or saved with a definite and forward-looking purpose of expansion. He had for some years carried in his pocket to the Board meetings a written resignation, and at the next meeting, where he was told that Mr. Bennett had been appointed his assistant, he replied: 'Gentlemen, you may do as you like, but I will have no such assistant. Either Mr. Bennett will be Director or I will be.' He remained Director and died in office in 1906.

The personnel of boards of management is constantly changing, and the appointee of one board may not suit another. Heads of institutions sometimes learn too late that it is just as important to keep on the good side of the board as it is to do one's work well. It was written of President Lowell of Harvard that he never brought a project he had much at heart before his governing board until he had talked over to his side privately its most influential members.

At Perkins Mr. Allen stayed two years as boys' principal teacher under Mr. Anagnos, going home Sundays,

and never failing to call on the dear Allen grandmother, then over ninety years old, proud of her age and of her numerous grandchildren. Of them all he was rather her favorite. She was much afraid he would not marry the right woman and was always advising him upon the matter; and her advice was taken as it was meant. 'If you don't marry the right woman,' she would say, 'you might just as well cover your head with an apron and sit down under a huckleberry bush.' Mr. Anagnos was naturally tried with many things that happened during his absence, and among them with Mr. Allen's asking to be released late in the summer — as unfortunately it had to be — for he wrote in the next report of the trustees that Mr. Allen had resigned to 'accept a more remunerative position in the Philadelphia school.'¹

The Boston experience acquainted him with the sentiment and tradition which were the rich and vivifying principles of Perkins, and bound him to the cause he had entered upon and hoped to promote. In short, Perkins supplemented the Royal Normal College, but more quietly and surely. Its equipment was exceedingly rich, and Mr. Allen was very happy there. He began writing for publication, and there he met the young woman whom he afterward married.

They came to the institution the same day and at the same time. Miss Moulton put them down in her sitting-room to entertain each other. As they had a common friend, Miss Alice Walton, afterward Professor of Latin at Wellesley College, they needed no introduction, for when Miss Walton knew they were both going to Perkins she told each about the other. Mr. Allen was glad

¹ Perkins Institution, *Annual Report*, 1890, p. 23.

to be back home, to visit the places in Boston and vicinity he loved, and to have American soda water and ice cream again. So it came about quite naturally that it was pleasant to enjoy these things with a young woman eager to share them. She had been a reader of the *Youth's Companion*, and thought of Boston with its historic shrines, its symphony concerts, and its Handel and Haydn Society as a terrestrial paradise. Sometimes, both being worn with the day's work and tired from their oral teaching, they would take long street car rides afternoons, hardly speaking to each other all the time. She often said she thought one reason why Mr. Allen married her was because he found her such a good silent companion.

When Mr. Allen asked himself in later years why the boys at Norwood made such an instant appeal to him, he remembered that his father was interested in all the philanthropic movements of his day, in anti-slavery, women's rights, and better care of the indigent and insane. Portraits of such 'Heralds of Freedom' as Garrison, Lydia Maria Child, Wendell Phillips, Lucy Stone, Dorothea Dix, and others hung upon the walls of his home; his father knew them all and talked about them. Our young man, brought up in this atmosphere, had imbibed a reverence for all it stood for and a sympathy with it. Then, too, into his father's house were received freely many a one needing asylum. Tramps might be sure of a meal there; the organ-grinder and his monkey were welcome to a bed on the hay in the barn; needy Germans sometimes stayed for long periods, and aged relatives and even friends — and some were not always considerate, like 'Big Aunt Annie,' who said one day at

the full table, 'James, your butter isn't fit to eat'; all these were sure of a welcome. What else he gave them no one ever knew. He did not have money to put against his name on subscription lists, but his family was sure that he gave away much more than he could afford. The Allen grandfather and grandmother came early to 'live round' with their children in West Newton, and made themselves beloved by their grandchildren. Mr. Allen's much younger sister once said, 'I think our training in being considerate of the aged was a wonderful thing for us.' Doubtless this experience of being kind and considerate to the underprivileged made the condition of the blind appeal to him immediately and powerfully.

During Mr. Allen's second year in Boston an attempt was made to get political control of the Pennsylvania Institution for the Blind, the man who took the teaching position there in 1888 that had been offered him having become the probable tool of the plotters. There followed a public investigation of the school — a questionable, yes, detestable practice — pupils invited to testify for and against their teachers, the whole thing being so utterly demoralizing to the institution body that repercussions of it appeared from time to time as long as any of the pupils remained who had been subjected to it. The whole experience had been so discouraging to Mr. Battles, the Principal, that he resigned.

While Mr. Allen did not apply directly for the post, he did write the Managers to ask if Mr. Battles had actually resigned. Meanwhile a Philadelphia friend of his called upon Mr. Cadwalader, then a Vice-President of the Board, whom she knew, to suggest Mr. Allen's

name and to show his photograph. This pictured a bald-headed man, appearing ten years older than he actually was. Mr. Battles, who had met him that summer at a convention, approved of him as his successor; so Mr. Cadwalader went to West Newton in August to meet him and to offer him the position. Not until then had he asked his age. When he found that he was only twenty-nine he was angry and cried out:

‘Do you think we should ever have considered you had we known how young you are? But it is now too late in the summer to look elsewhere. We shall appoint you Acting Principal only; you will live in the school, and Mr. Battles will stay in the Principal’s house and will help you.’

This was a wise proceeding on the part of the Managers. Mr. Battles proved a friend indeed. He early said to Mr. Allen: ‘You will doubtless find many things that you will wish to change, but there is nothing here for which there is not a reason. Ask me the reason first, then change if you think best.’ Could any advice have been wiser? Mr. Battles and Mr. Allen remained warm friends to the end of the former’s life.

Mr. Battles left the institution precincts after a year and, finding that business and not education was his forte, he established a banking and brokerage house in Philadelphia, not an easy city for an outsider to capture. This business, Battles and Sons, is still carried on by his sons, one of whom, Winthrop Hilton Battles, was in 1934 elected to the Board of Managers of the Pennsylvania Institution.

THE GREAT OPPORTUNITY

MR. ALLEN looks back upon his experiences in London and in Boston as an ideal foundation for him, and upon his rather difficult Philadelphia beginnings as having proved the best possible training for his life work of service in behalf of 'his people.' In Boston he had seen the tremendous power of an ideal cultural and spiritual environment, and in London the capabilities of selected blind youth under special conditions of training and leadership. Without this vision, which amounted to a conviction that blindness need not be disqualifying, it would have been difficult at times to maintain necessary standards and the faith and confidence needed to get results. The Philadelphia school came to serve him as a corrective of too much optimism.

In his first report he lays down his ideals for the work, and at the end of his active career he found them still the same. He writes:

'When three months ago I entered upon my responsible duties here, I did so, having resolved to add my best strength to that of my co-workers everywhere, really to ameliorate the condition of the blind — to thin the ranks of the pitiable blind by transference of as large a number as possible to the ranks of those who command the respect of everybody.

'I believe in the blind; I have faith in their possibilities. . . . It has been said that more than any other class the blind are in the hands of their educators. If this is true, how vast are our responsibilities. The task before

us is greater in that we have not only to instill into the blind a belief in themselves, we must also bring it about that the seeing believe in them too. The dependence of the blind upon us, their helplessness—this it is that gives the work its absorbing interest.’¹

Then he goes on to state the requirements for the teachers: belief in their pupils, sympathy, character, devotion, hard work. As to these pupils, besides being made to believe in themselves they must be invigorated and spurred on, must be trained in good habits, must become refined and socialized for acceptance in the world. Since they seem to constitute a class and certainly are so considered, each individual of them is responsible for public opinion regarding them as a whole. They and we must educate the world to receive them. Are these things any less true today than they were then?

The following summer Mr. Allen married Katharine Francena Gibbs of Westfield, Massachusetts, who had taught with him two years at Perkins, as has been said. She was the daughter of Abner Ensign Gibbs, the beloved and revered Principal of the Westfield High School. His father was Porter Gibbs of Blandford, Massachusetts, where the Gibbsses were for many years one of the substantial families of the town. His mother, Catherine Burr, belonged to the remarkable Jonathan Edwards family, which gave New England several college presidents, noted ministers, jurists, and writers, and the United States one Vice-President and two Presidents.²

¹ Pennsylvania Institution, *Annual Report*, 1890.

² Cf. Elizabeth Tuttle in *Heredity in Relation to Eugenics*, by Charles B. Davenport.

Mrs. Allen's mother was a Hooker. This family and its connections counted many doctors and lawyers of note among its members. She had followed the profession of her father. After being graduated from the Westfield Normal School she taught five years in the schools of Adams, Massachusetts, then two at Perkins, after which she had a year of study at Cornell, specializing in mathematics. After her marriage, while remaining carefully in the background, she kept up an interest in her husband's work and was of invaluable assistance and encouragement to him always, so he said. She was interested in women's club work and in church work. In Philadelphia she was Secretary of the New Century Club and in Boston was a President of the New England Women's Club, which Mrs. Julia Ward Howe always called affectionately 'my club' and of which she was President for many years. Mrs. Allen was also President of the Wednesday Morning Club of Boston, twice of the Thursday Morning Musicales Club of Watertown, of the Women's Alliance of the Church of the Disciples, in Boston, following Mrs. Charles Gordon Ames at her request, and once chairman of the Nominating Committee of the National Alliance, while the papers she prepared for these clubs were read by her many times before different organizations. One on 'The History of Perkins Institution' was read more than a score of times before different women's organizations. Mr. Allen always felt that her taking an active part in these and other groups of prominent women, her getting groups of them to visit the school and entertaining them at the director's house, brought the school to the attention of those whose opinion was useful to the cause. One of

these women once said to Mrs. Allen after they had left Perkins, 'I have never heard a word of criticism of Mr. Allen's administration, and I am in the way to hear it if any existed.'

Upon Mr. Allen's marriage, in 1891, he was appointed Principal and was given the principal's house, on the grounds.

The next year the American Association of Instructors of the Blind met at Brantford, Ontario. This convention marks the beginning of our movement for a uniform type, which later ended in the adoption of English braille as the official and accepted system for finger-readers at school. It is typical of all Mr. Allen did that he used the New York point system at Philadelphia for two years and learned it himself. The Howe type of raised Roman letters had been the accepted system in the United States for the first half-century of schooling for the blind. But since it could be read easily by fewer than half the pupils and written by none, another type, the New York point, which possessed good tangibility and could be written, was perforce replacing it. However, Boston would have none of the New York point, much preferring for all purposes of tangible reading and writing, including music notation, the braille base as used in Europe. At the convention of 1878 a leader among the blind, Mr. J. W. Smith, who had taught for Doctor Campbell in England, presented what he believed to be a much better code than either English braille or New York point. This 'Improved Braille' Boston afterward tried out for some sixteen years (so far as writing it went) and endorsed. Several other schools also preferred the braille base — St. Louis,

Lansing, Jacksonville, Talladega, Berkeley, and Philadelphia — and Superintendent Hall of Jacksonville having brought out the remarkable little Hall braille-writer in 1892 and having demonstrated it at the Brantford convention, Director Anagnos of Boston called a meeting of the braillists present, which resulted in the appointment of a committee of three to recommend which braille to use. Mr. Allen was made a member, because he knew both brailles from the standpoint of a classroom teacher of them. This committee, after studying Mrs. Plumtre's *How to Write Braille*, a sort of grammar of it published in London in 1890, reported unanimously in favor of the scientifically yet delightfully simple code, calling it American Braille. This braille — or better, arrangement of the braille characters — with its forty-seven contractions saves all but two per cent of the space saved by the confused and confusing difficulties of English braille, grade 2.

At this time there was but one book in this American system, a primer published by the Howe Memorial Press. Mr. Anagnos added the *Seven Little Sisters*, reproduced from movable type. Mr. Allen employed a number of former girl pupils to write manuscript books with slate and stylus, while volunteers at the school wrote short stories on the braillewriter. As soon as the other braille schools could get machines, they too began to produce single copies of stories on paper. For general use they bought braille slates from Jacksonville or Boston. Mr. Allen, knowing and admiring the interlining tablet of England, imported a supply together with one of these reinforced for the hand-punching of plates on thin metal and, employing a young woman, Miss

Sarah K. Sterling, who, as efficient school librarian remained at the school until 1935, proceeded to hammer out plates, just as London and Edinburgh had long been doing for all their published books and music. Interlining was done on these slates from the beginning. Having vainly sought a ready-made proof press with which to reproduce paper copies, Mr. Allen recognized one day in his own laundry the very thing, namely a common clotheswringer, labeled Eureka; and 'eureka' it was, sure enough, for the wringer principle, carried out with steel rollers and a stiff portfolio containing rubber packing, proved immediately practical, and characterizes to this very day the embossing press of the Philadelphia school.

As soon as the Hall braillewriter had been developed into the epochal stereotypemaker, in 1893, most of the braille schools set up little home printeries and began plate-making. To run his Mr. Allen employed one who proved to be a genius and an enthusiast, Mr. Frank C. Bryan, then just out of Girard College, Philadelphia. He remained as printer ten years, and eventually became manager of the Howe Memorial Press of Perkins Institution, Boston. An account of his rather remarkable experience at these two schools may be profitably read in his paper presented at the World Conference on Work for the Blind, in New York, 1931.

In Mr. Allen's report for 1892 he writes: 'The introduction of the New York point has done much good; it has demonstrated the practical superiority of points over lines for general school use. The whole country is now ready for a point system, and being awake ought to

have the most complete system that has been devised'; and the President of his Board writes, 'In the much desired progress towards a universal system, the victory of the point over the line letter is a long step.' This report contains a detailed discussion of the advantages of the American braille, as Mr. Allen saw them.

The different braille schools had their printeries, as has been said, but they wanted braille textbooks as their share of the government grant to the American Printing House for the Blind. This seemed to require a vote of the majority of the schools. What should the minority do? Mr. Battles had found the Pennsylvania school using braille but changed to New York point — except for music — as the logical thing to do. He tried to dissuade Mr. Allen from going back to braille, saying, 'It really makes no difference which system you use, and you will be in such a small minority.' When Mr. Allen replied, 'One with God is a majority,' he had nothing more to say. Mr. Battles liked fair play, and told Mr. Allen of a ruling by which the schools had to take up their quotas for each year before the printing house could have its next year's grant. 'Refuse to take up your quota in line or point,' he said, 'and they will have to surrender'; and so it proved. But since there was neither machinery nor desire at Louisville to make braille plates, these were turned out in ever-increasing numbers at the half-dozen braille schools and sent to Louisville to be printed from. More and more schools then came into the braille ranks, and in a few years most of these schools, through cooperation and interchange, had books in abundance.

In Mr. Bryan's paper, before cited, he told the story

of this unprecedented growth of a school library and gave Mr. Allen the credit of holding the country for braille as against New York point. Philadelphia did give all the help it could to other schools by way of books and material. Mr. Allen knew the three systems, and often said he was about the only superintendent who did. At different times teachers from certain other schools had told him that they did not know the point system their pupils were using. He was a young fellow just come into the work with notions acquired from Doctor Campbell, who was then much disliked in this country by the older superintendents. But he never discussed with them nor challenged them; neither was he by talking ever able to persuade others to his way of thinking. However, it is probably no exaggeration to say that he did finally win the confidence of his fellow superintendents by the powerful persuasion of his gentle personality, his sincerity, and his evident devotion to the blind and to their cause; and when he was retired from Perkins it is safe to say that there were very few in the work who were not his friends.

After the excitement and stress of being head of an institution for the first time had worn off a bit, Mr. Allen began to feel that he should understand his pupils better, and should get in touch with the studies in child psychology and pedagogy being conducted by G. Stanley Hall of Clark University, then attracting the general attention of educators.

His position and year of medical study gave him entrée to the Wills Eye Hospital, where he attended various eye clinics and operations, the better to understand the physiology of that organ. His studies at

college, as has been said, had been largely biological and literary; he had had no psychology. So for two summers (1895 and 1896) he attended Stanley Hall's courses at Clark; and one summer (1897) he took Doctor Dudley Sargent's course at Harvard on the theory of physical training. Later Doctor Sargent helped him with the equipment that was being prepared for the gymnasium at Overbrook. He started in to know his blind children through the child-study tests which had been suggested to him at Clark, and he began sundry experiments. He had his teachers measure all the pupils as to weight, height, and lung capacity, and, arranging these by sex and age, computed the curve on Doctor Sargent's anthropometric chart. This showed the pupils of the Philadelphia school to be below par in all three points; and he so informed the whole institution — pupils, staff, and board. He thereupon greatly enlarged and enriched the course in physiology and hygiene. He himself prepared a set of cards and recorded on them certain statistics covering each pupil entering after September, 1890, and, with the aid of the school physician and a local psychologist, drew up a new application form. Whenever parents of old or of new pupils visited there he interviewed them for unrecorded data, and here is where his German came in as a help to winning their confidence. Inspired by Stanley Hall's *A Study of the Contents of Children's Minds on Entering School*, he had the teachers write on printed form sheets their findings touching each new entrant. He had them ascertain the various preferences of the pupils and, on learning that music was most liked and history least, he made out a new scheme for the teaching of history and put it into im-

mediate use, embossing much material to enrich the course. All this may be found in his annual report for 1896.

He had always believed that work for blind youth should be kept educational and that teachers of normal children had much to learn from the teaching of special children. Holding this belief, he felt it important to invite educators to the school and to give his time to them in order that they might and should see what he thought it important for them to know. Moreover, he felt that he himself should know about the work for all special children, not the blind alone; for the teaching must be interrelated. He read up on the deaf and the feeble-minded and visited their schools, coming into close relation with Superintendent Crouter of the local institution for the deaf, and probably in even closer relation with Superintendent Johnstone, of the Training School at Vineland, New Jersey, who at that time had Doctor H. H. Goddard, the psychologist, there studying the feeble-minded child, and who kept open house to all progressive educators.

Superintendent Johnstone was a most wise and lovable man, absolutely devoted to every one of his great family of children, big and little. Realizing that life in such a school was monotonous, he set aside a period a week when teachers and officers might come to talk with him on any subject they might choose. One of his head men teachers appeared every morning just to sit five or ten minutes in the superintendent's office to get inspiration for the day's work. Teachers kept report books for the week, which were handed in to the superintendent, read, and marked by him with a big

blue J; this 'blue jay' was much valued. He had a sort of club, unorganized and unnamed, but all who belonged to it had to be cheerful. If he met anyone who was looking sad or depressed he would inquire, 'Do you belong?' when the individual would brighten up immediately.

He founded another quite different club which came to be called The Feeble-Minded Club. It was made up of educators like Earl Barnes, Doctor Francis Burke Brandt of the Philadelphia Central High School for Boys, Mr. Nusbaum, who became Assistant Superintendent of the city public schools and in charge of the special classes, Doctor Mackie, Superintendent of the public schools of Newark, New Jersey, and heads of institutions like Doctor Crouter and Mr. Allen. About sixteen such men met by invitation on two Saturdays a year, first making an early conducted tour of the institution which ended with a general cheer-up morning assembly, from which the pupils always marched out singing 'Onward, Christian Soldiers' 'to raise the roof.' Superintendent Johnstone explained that these children are the happiest people in the world, happier indeed than others, since they live in a world where all are equal and without cares or serious responsibilities. After visiting the children at dinner, the club sat down to a bountiful feast of squab and other farm delicacies — for labor and home products cost comparatively little at such a school, where the older and more capable pupils have to be kept employed.

After luncheon the club retired to chairs on the lawn, and an educational conference began, often led off by the brilliant Earl Barnes — all of which the members

considered so worth while that they seldom missed a meeting.

Doctor Goddard, then conducting his pioneer psychological testing there, as has been said, was a member. From him and from Superintendent Johnstone, Mr. Allen got the idea of starting a psychological clinic. His going away to rebuild Perkins, however, put an end to such experimentation until that school had been housed in Watertown, when he soon found a psychologist, and in the small and tentative way in which he always began, started the psychology department at Perkins. He has said that his Vineland experience probably had something to do with the starting of his Harvard Course on the Education of the Blind.

The breadth of his knowledge on all these lines, as well as his standing in his own profession, was soon recognized, for when Nicholas Murray Butler was editing a series of monographs on 'Education in the United States' for the 1900 World's Fair at Paris, Mr. Allen was chosen to write the one on 'Defectives,' as they were then called. For this monograph he received a medal. When Mr. Allen asked Doctor Crouter why he should have been chosen to write on the deaf he was told, only half in earnest, perhaps, that the feeling between the different advocates of manual and oral teaching was then so strong that no deaf-school man could be trusted to write on the subject impartially.

For several years before 1902 Mr. Allen and a few other educators in work for the blind and that for the deaf and the feeble-minded had been striving for recognition in the National Education Association; and finally, in response to this pressure, Department XVI

was created, the Department of Special Education. In 1903 Mr. Allen was its president at its meeting held in Boston. One of the subjects he chose for discussion was 'The Debt of General Education to Special Education.'

But to go back to the institution: what had he to show for his six years of work? Mr. William Chapin, who had been Principal for forty years, had been the beloved father of his flock. The institution, like many abroad, provided complete care for such of its children as had no place to go away to; it had a large shop with boarding room for the adults, and it kept a 'home department' for a few aged. Young and old lived together. With this scheme, its elementary school education could not but be secondary to its charitable care. In fact, the Pennsylvania Institution, like nearly all such schools in the United States, then came under the State Board of Charities, and it so continued until 1923, when Principal Burritt succeeded in having it put under the Department of Public Instruction.

Mr. Battles's having made some important changes, such as lessening the number of adults, made it much easier for Mr. Allen to institute others. He graded the school, emphasized his kindergarten department, insisted that all new teachers should be either college or normal-school graduates, created a department of deportment and manners, and increased the voluntary reading of his boys from 7 to 76 per cent through his choice of books printed.¹ (The American Printing House

¹ Cf. 'Dr. Allen Says' in 'How a School Acquired the Reading Habit,' in *The Teachers Forum for Instructors of Blind Children* (vol. V, no. 4), March, 1933.

began duplicating in New York point many of the books selected by the braillists.) He furthered drawing on cushions by means of pins and wires, clay modeling, nature study, physical exercises and games to supplement the existing military drill, and in 1903 he gave what was probably the first outdoor athletic exhibition ever given at any American school for the blind. He began the teaching of public speaking, the boys soon presenting an adaptation of Julius Caesar. He increased the variety of the output of his printing office, issuing examination questions, desk maps, calendars, and table games, and was always experimenting to find something to help the school directly or indirectly. In his report for 1898 Mr. Allen writes: 'Harrison and Seifried have recently supplied us with a stereo-typemaker so nicely constructed that we can not only cover one side of a plate with points as usual, but can reverse the plate, if we wish, and write just as much on this side as on the other.... We have already interpointed several books and are wholly satisfied with the working of the machine.' When Mr. Bryan's paper, already mentioned, was read at the World Conference of 1931, Mr. Irwin, Executive Director of the American Foundation for the Blind, was surprised to learn that the Pennsylvania press was the pioneer both in braille interlining and interpointing in the United States.

Mr. Allen practically abolished the home department by announcing that no more 'inmates' would be accepted; the department of manufactures and sales died a natural death and a real school was born. G. Stanley Hall, placing intellect as subordinate to feeling, often said, 'A man is what his heart is.' So, to deepen the

spiritual life of the school, Mr. Allen stressed nature study, and encouraged the teachers to have flowering plants in their windows, pictures on their walls, and a canary in the kindergarten. These things are all so much a matter of course in our schools now that it seems commonplace to mention them, but then it was pioneering work.

In 1896 David Duffie Wood completed fifty years of association with the school as pupil and teacher. Even when compared with his seeing contemporaries, he was a remarkable man. He was one of the great musicians of Philadelphia, and though at once organist and choir master of two city churches and teacher of organ at the Philadelphia Conservatory of Music, the two days a week he gave the school as Director of Music were, perhaps, more important to him than all the rest. When later the increasing traffic made getting about more difficult for him and he had to give up some of his work, he remarked that the school for the blind would be the last he would drop. For that year's report Mr. Allen wrote a sketch of Mr. Wood and reprinted a paper by him on 'The Musical Education of the Blind,' which, as being the advice and experience of an uncommonly successful blind musician to others who would be successful musicians, might well be reprinted and circulated today. In it we read:

'The Great Masters in this divine art were all men of liberal culture. . . . I would advise students to cultivate elegance of manners, avoid peculiarities of all kinds, and, above all, to refrain from referring in any way to their affliction. Such allusions can do no possible good, and always display a lack of delicacy.'

After Mr. Wood's death, March 27, 1910, four different organizations held memorial services for him; in 1914 at the one at St. Stephen's Church, where he had been organist and choirmaster for forty-six years, Mr. Allen made one of the principal addresses. In 1938 was celebrated, at St. Stephen's Church and at the institution, the centenary of Mr. Wood's birth. At the church Mr. Allen repeated his former address there, and at the school he told most sympathetically and movingly the story of Mr. Wood's life as he himself had once told it to him. The address was printed in *The Teachers Forum* for March, 1938.

It is a strange coincidence that soon after Mr. Allen's leaving Philadelphia Mr. Wood died and the school chorus never afterward did any work comparable to what it had done under him; also that within two years of Mr. Allen's retirement from Perkins Mr. Gardiner, its Director of Music, died. The latter had, however, an understudy in Mr. Hartwell, who had been many years his assistant and knew the requirements of blind musicians. The Perkins chorus under Mr. Gardiner was much more than an amateur school chorus; it was one of the fine choruses of Boston, and was so recognized by the New England Conservatory of Music and by musicians generally.

With the increasing scope of the institution it became evident to all, especially to the Managers, that this, like a growing nautilus, was needing new mansions. The far-visioned President of the Board, Mr. Cadwalader, was especially interested. In 1896, largely through his efforts, a lot of twenty-six acres was bought in suburban Overbrook and plans for rebuilding were discussed.

For Mr. Allen, this was the end of his systematic child study personally conducted. Preparatory to building he knew he should look carefully into the problem of children's housing. In 1897 he visited some of the old institutions in the West, many of the new architectural plants in Pennsylvania, New York, and New Jersey, and read up on many more. While the style of the Overbrook buildings was not suggested by him, he fully approved of it; but other than that, the 'owner's outline requirements' were his. The reconstruction was to be not for numerical, but for beneficent, expansion.

A RENAISSANCE, AND A STRIKING PROOF OF THE
TREMENDOUS EFFECT OF ENVIRONMENT ¹

SO LONG as the institution remained at Race Street, in the city, it was Mr. Allen's policy, seconded by his Board, to keep the school as much as possible out of the public eye. The investigation had given it such a bad reputation that an applicant for the stewardship, on learning where the position was, would not let his family know where he had gone until he had found out what sort of place it really was.

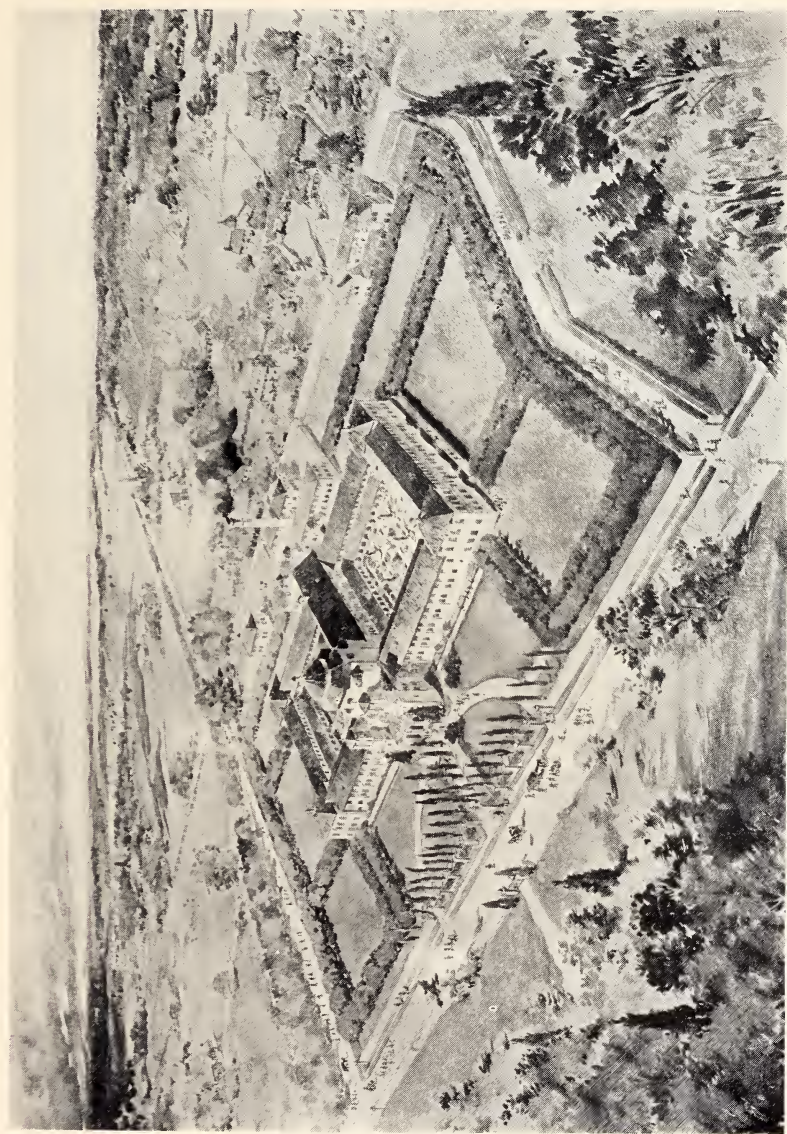
At Overbrook, in new and beautiful surroundings, all felt that the time had come to attract the public back. The lovely mission buildings with great courts inclosed by cloisters, the ample grounds planted with trees and flowering shrubs, had a magical effect upon the school. The beauty and comfort of it all had a pronounced influence on the teachers, too, which could not but help the pupils. These took more care of their personal appearance, worked harder, and played harder. A better spirit — really the most essential thing of all — was soon evident. School colors were chosen, red for courage and white for purity. There were provisions for play-rooms for the younger pupils, a gymnasium with the common apparatus, whose floor could be cleared for games and entertainments. Roller-skating and dancing were introduced, and later an outdoor running track, the idea of a handle and ring slipping on a taut wire being

¹ Overbrook was the first American institution rebuilt for physical beauty; nine others had followed by 1930.

borrowed from the Edinburgh school. But the idea of a fringe or low-bridge stop was Mr. Allen's, as was the handrail on his indoor running track, by means of which his pupils could run freely about the gymnasium gallery. He was always getting new ideas, and often said he had never visited any school from which he did not bring away something of value. A beautiful piece of woods lay just beyond the institution, and there in Nature's own laboratory classes were taken for inspiration and study. They learned the bird notes and gathered flowers. Debating was begun, the boys even competing with a team from a neighboring public school. In 1900 the first class the school had ever graduated held appropriate exercises.

The half has never been told of what the influence of the right kind of institution can be on the pupils' homes. One striking illustration of this is taken from many that might be cited. A lad of foreign parentage and from very poor surroundings had been brought to Overbrook by an interested friend, who came periodically to see him and always called on Mr. Allen. Once he said: 'Joe's coming to school has made a great difference in his home. His father never beats his mother now.'

The heads of the New York, Boston, and Baltimore institutions together visited Overbrook, but had no word of praise for it — it was too fine and costly a plant for such a school. (Incidentally, let it be added here that all three of these very institutions were later rebuilt at an individual cost much greater than that of Overbrook.) The Board of Managers was pleased with it, however, and had the vision to see what it all meant. President Cadwalader wrote in his report (and he had recently



Pennsylvania Institution for the Instruction of the Blind, Overbrook, Philadelphia

A Bird's-Eye View, 1900



visited similar agencies abroad), 'The facilities now offered at the institution are probably superior to those of any school for this class of pupils in the country and equal to the best in the world'; also he said, 'We have been requested by the United States Government to send an exhibit to the Paris Exposition, showing the highest development of educating the blind in America.' This exhibit received a gold medal.

Though frequent visitors had come from the beginning in 1899 and were made welcome and encouraged to keep coming, the Managers delayed the formal opening of the new buildings until May 18, 1901, that both grounds and school should be at their best. On this occasion there were addresses by Mr. Cadwalader, Director Anagnos of Perkins, and Mr. Allen. Mr. Cadwalader, reviewing the history of the school, said, 'Mr. Allen, who has assumed the directorship, has fulfilled the very sanguine expectations which my first meeting with him encouraged — and today what you see around you is very largely the result of his wise suggestion and careful consideration of the needs of such an institution.'

This year Mr. Allen began in earnest to assemble a special library on blindness and the blind, a small beginning of such a one as the Vienna, the Berlin, and the Boston institutions then had; he also contributed to Mell's *encyclopedia* on blindness and the blind¹ the articles from this country, including his own on 'General Statistics of Work for the Blind in America,' prepared for the World's Auxiliary Conference in Chicago, in 1893.

Declamation had been taught for some time, but in

¹ *Encyclopädisches Handbuch des Blindenwesens.*

1902 a special teacher of it was engaged for two days a week, not because 'speaking pieces' before the school was so important, but rather because this and acting in dramatics give training in neatness of dress, confidence, and naturalness, together with upright and pleasing carriage and presence.

Before removal to Overbrook most of the over-age pupils had left, and afterward unimprovable children were not retained; the school did the latter little good, while they took up an unwarranted part of the teacher's time and were a drag on the improvable material. To offset this diminution in numbers, which brought the individual cost far too high, Mr. Allen got from Washington the census report of the names and addresses of Pennsylvania citizens said to be blind in 1900. A specially prepared pamphlet was then sent to those between the ages of five and eighteen, and presently forty-five new applications came in, not every one, perhaps, in response to the pamphlet, but surely a much larger number than were received through correspondence alone. Mere addition in numbers, however, was not enough; Mr. Allen wanted to know about every pupil's home conditions, and about how and what the past pupils were doing, and especially how the school could be of greater help in training or in after-care; so one vacation he chose a girl and two boys, newly graduated, giving each ten names of prospective pupils from Philadelphia whom they should visit and upon each of whom they should bring back a report. The girl did nothing, but one of the boys made returns upon all his cases, having traced the last of them through five addresses to the churchyard.

Around 1900 began a great interest in the adult blind. The Ethics Committee of the Women's Educational and Industrial Union of Boston had been studying the question how best to help this by far the larger part of the state's blind population when, stirred into direct action by that dynamic personality Charles F. F. Campbell, they established the Massachusetts Association for Promoting the Interests of the Adult Blind, hoping to get the state to establish a Commission for the Blind (now the Division of the Blind), under the Department of Education. This was the first stirring of a movement which within a few years was to become nation-wide.

Mr. Allen wrote in his 1903 report:

'The question of helping the adult blind by means of legislative grants has recently caused the states of New York and of Massachusetts to appoint commissions to investigate the condition of the adult blind and to report upon the best means of improving it. Before this was done I had long been deeply interested in the whole question, and realizing, as I did, the proneness of sympathetic people to generalize the condition of the blind from the observed condition of a few, I became anxious to follow the only plan which seemed to me to meet the case understandingly, *viz.*, to penetrate the shut-inness of the adult by sending one of their own number to visit them individually and to report upon them.

'I had for several years cherished the plan of having a "field officer" to recruit the school with new pupils and to visit old pupils in order to put them in touch again with the institution. Probably there are about three-fourths of the blind of any state who have had and who

will have no connection with the school as pupils. The three classes — the young blind, the former pupils, the adult blind not associated with the school — all live distributed in their communities. Undertaking to visit one of these classes, why not undertake to visit them all?' Having found the young blind man above mentioned who could 'carry a message to Garcia,' Mr. Allen appointed him Field Officer. He began his visiting in May, 1903. How well he succeeded in that and in his later position as head of the institution salesroom and of placement is a matter of record; he would have succeeded in anything he undertook. Indeed, Liborio Delfino¹ soon became well known throughout the country. He died in 1937 a few short months after the death of his wife. The record of his life is a most remarkable one, an inspiration to his fellows and to all who are trying to lift their cause. Mr. Allen writes of this work of field officer: 'The gathering in of children who should be in school is the most evident reason for it, but there are two other equally good and important reasons. First, Mr. Delfino is acquiring an accurate knowledge of the careers of former pupils, which may modify the present curriculum of the school, and incidentally he is learning what the actual condition of the adult blind is; and second, he is creating, wherever he goes throughout the state, an accurate notion of what the institution is and of what it does. I am quite prepared to say that the work of field officer is the most important of any that the institution has recently taken up.'

In 1904 Mr. Allen, convinced that street begging by

¹ *The Teachers Forum*, 'Dr. Allen Says,' November, 1933; *Outlook for the Blind*, December, 1937.

blind persons tended to neutralize much of the effect of the school training, and hurt the cause of the industrious and self-respecting blind who want to work, joined in an effort made by a local Society for Organized Charity to diminish the practice in Philadelphia. How ineffective any effort in this direction has been so far we well know. Little improvement followed in this case.

At Overbrook the old weekly exhibitions of Race Street were given up, and instead occasional concerts, recitals, plays, and prize speaking contests were held before invited guests. Our Mr. Wood began about this time to give oratorios accompanied by the Philadelphia Orchestra, in Musical Fund Hall. Beginning with the 'Hymn of Praise,' he gave in subsequent years 'The Seasons,' 'The Creation,' 'Judas Maccabeus,' and other similar works.

Principal Battles had had some of his older girls taught cooking. Mr. Allen developed this at Overbrook into a department of domestic science in order that many girls might be helpful at home or an occasional girl, by doing the housework, might free some other member of the family to be the wage-earner. He claimed that the blind girl who did this was as much a wage-earner as the one who went outside.

Up to now most of the older superintendents had held the view that the sole business of the school was to educate its pupils, and that it had no further responsibility for them. Mr. Allen, remembering the Royal Normal College, felt increasingly that the school should hold itself somewhat responsible for placing its pupils whenever possible. He was quickly proved correct so far as the effect on his school itself was concerned; for the

department of tuning was boomed by the immediate placing in positions in piano warerooms of two of its graduates, and six more in piano factories. The effect was really magical when one of the boys went to be Director of Music in the Salem (Oregon) School. The boys fairly 'painted the town red' in sending him off. Later five boys were appointed to music positions in other schools, four being directors of their departments; and several of the girls went away to teach, one becoming a teacher of piano at the Philadelphia Conservatory of Music. At one time during Mr. Wood's life, eight of the blind organists of churches in and around Philadelphia had been his pupils.

In 1905 Mr. Allen was so far convinced that he was right that he wrote: 'If, however, we kept a paternal oversight over those who had once been our children; if, with reasonable effort, we could put some unsuccessful ones on their feet, we should be increasing the value of our institution to the community. We should then be doing our own organized charity work; we should be following the lead of our institutions for practical training, trade schools, normal schools, and colleges which maintain bureaus, more or less extensive, for placing worthy pupils, and some of which even lend money for a start.'

In 1904 the schools for the blind were asked to send classes of pupils to remain on exhibition at the St. Louis Exposition. But feeling unjustified in incurring so considerable an expense, the Philadelphia school made and sent, instead, a complete exhibit of photographs in two swing frame cabinets, showing the buildings and every phase of the institution life. 'This seemed to present



Pennsylvania Institution for the Instruction of the Blind, Overbrook, Philadelphia

View across Boys' Cloister, 1903



the blind at their best, and in a setting so attractive as to leave upon the beholders an extremely pleasing impression.' Philadelphia was asked to add a duplicate set of these photographs to the permanent exhibit which the National Commissioner of Education was making in connection with the Bureau of Education at Washington, and a set of the housing plans to the Social Museum of Harvard University. At the St. Louis exposition Mr. Allen's monograph of 1900, together with others of Doctor Butler's *History of Education in the United States*, reprinted in great numbers, was distributed from the Palace of Education.

In his 1905 report Mr. Allen discusses his reasons for the study of music by the blind and why a chorus is better in their schools than a band or an orchestra, and sums up his reasons thus: 'This experience has shown us that with far less effort, and I may say intellectuality, many more pupils can join in first-class concerted music if this is vocal than if it is instrumental.' ¹

The next year, largely as the result of a visit by Mr. Cadwalader and Doctor de Schweinitz to Doctor Campbell in London, a swimming pool was added to the Overbrook plant, the first in any American school for the blind. By this time some modern play apparatus had been installed in the grounds and in the athletic field — swings, a merry-go-round, trolley coasters, etc. Field sports were introduced — hammer-throwing (Mr. Allen's event at college), shot-putting, the broad and the high jump — and probably the first field day at any such school was inaugurated with a cup for each event. A business course was also begun, this being the especial

¹ Pennsylvania Institution, *Annual Report*, 1905, pp. 14-15.

hobby of Mr. Cowgill, head of the boys' school. An Alumnae Association was organized by the girls themselves which, with the Alumni Association, later formed, became a help to the school and to former pupils alike.

With the repeated placing of graduates, instead of talking, as they did formerly, about its being of no use to try to earn a living, since smarter boys than they were had tried and failed, the boys began to tell what they were going to do after graduation and how well they expected to get on.

Mr. Allen was constantly called upon to address local clubs, schools, and associations, and papers written for these organizations were given wide circulation by being published in different educational as well as some social-service magazines.

At this time there was no central bureau, such as the deaf had in the Volta Bureau at Washington, for giving out information on our subject, nor for sowing suggestions. Mr. Allen was so truly interested in this phase of the work that his school became more and more a center for it. He was in touch with England and with Germany, and was now looked upon as a prime source of information for all phases of the work. So he rejoiced greatly at the starting of the American Foundation for the Blind in 1921 and cooperated with it in every possible way, being later elected a Trustee. Its Mr. Irwin, Miss Rand, Miss Lende, and Miss McKay, with Mr. Hayes, Mr. Palmer, and Doctor Potts, were his sympathetic and appreciating friends.

In 1904 Mr. Allen received an unexpected visit from a New York society girl, the daughter of Henry Holt, the well-known publisher. She and her sister, during

their several years of study in Italy, had seen blind people receiving such pleasure from concerts that they immediately thought: 'How many of our friends in New York have concert and opera tickets which they do not use! Why could not we establish a bureau to collect these tickets and to give them to blind people?' They had visited Doctor Campbell in England and had been captivated by his extraordinary results in preparing and placing his pupils. On their return home, first Miss Edith and then Miss Winifred came to Overbrook, finding Mr. Allen sympathetic and progressive, and anxious to strengthen this enthusiasm for the cause of his people. Miss Winifred wanted to know the history of the work so far and the principles underlying it, and she asked for advice and cooperation. She even learned New York point and braille that she might have a right to an opinion on their relative merits. The Holt sisters' ticket bureau, soon started, led to the taking of a census of the blind of New York State and then to the creation of the New York Association for the Blind. Later when Miss Winifred learned of the appalling proportion of needlessly blind children, she enlisted Miss Louisa Lee Schuyler's practical sympathy and interest. Miss Schuyler later proved a fairy godmother to the baby that grew into The National Society for the Prevention of Blindness.¹

Miss Edith Holt shortly after this married Doctor Joseph C. Bloodgood, of Baltimore, who became nationally known for his work on cancer, and Miss Winifred

¹ Cf. Mr. Allen's article 'Pioneering of the Holt Sisters in the Lay Movement for the Prevention of Blindness,' in *The Sight Saving Review*, vol. IV, no. 3, September, 1934.

then carried on alone. She started Lighthouse Number 1 in New York City, raising money for a building and its endowment through many private teas and meetings, and through two splendid public demonstrations showing the capabilities of blind people in general. During the World War she established a Lighthouse in Paris for war-blinded French officers, and in establishing one in Rome she enlisted the interest of Rufus Graves Mather, an American living in that city, whom she later married.

After her marriage she might have settled down to a life of comfort and of social pleasures, instead of which she fired her husband with her own enthusiasm for the blind and their cause, and together they have been round the world, she preaching employment and he prevention of blindness. Mr. Allen has always been their friend, appreciating and aiding their efforts in every possible way, and, in so far as they could, have Overbrook and Perkins contributed to their beneficent mission.

Just before his last year at Overbrook, after attending Elwyn Day at the local school for the feeble-minded, he inaugurated Overbrook Day at his own school. This was a day in June when the whole plant could be put on exhibition at its best. There were regular schoolroom classes, out-of-door sports, swimming and diving, dancing and singing, the two hours ending with a spread on the lovely lawns, in which the pupils joined. A special visitor brought by Miss Holt, wrote all this up in the *Century Magazine* in an article, 'The New Basis in the Education of the Blind,' published in May, 1909.

After Mr. Allen had left Philadelphia, Mrs. Lucretia

Blankenburgh, a well-known woman suffragist, whose husband was at the time reform Mayor of the city, spoke at a public meeting of 'the genius of Edward E. Allen, not fully appreciated until he had gone.'



Part II



A LARGER FIELD OF USEFULNESS

IN 1906 Director Anagnos of Perkins died in Rumania, and some months afterward a memorial service was held for him in Tremont Temple, Boston. To Mr. Allen, who had gone on to attend it, one of the Trustees, the Reverend Paul Revere Frothingham, said: 'I wish you would come to Perkins to help us out.' Mr. Allen, on visiting Mr. Caswell, then acting head of Perkins, repeated frankly what this Trustee had said, adding that he had no idea of coming. Indeed, when an official offer of the position came from the Board, he declined it, saying he had rebuilt the Philadelphia school to his mind; that he could carry out in it his ideals for the work, particularly since he had been there long enough for his pupils, past and present, to look upon him as a father.

Mr. Frothingham and Mr. Richards, another Trustee, were then sent to see him personally and to observe what the plant had that he was so loath to leave it. Next there came an invitation to meet the Perkins Board at luncheon. There an informal vote of those present was taken to rebuild at the earliest possible date. Then the President turned to Mr. Allen and said, 'Will you come to rebuild for us?' and Mr. Allen accepted, but regretfully still. His relations with the Philadelphia Board had always been most delightful. For Mr. Cadwalader, Mr. Fisher, and Mr. Zantzinger he had real affection.

A physician on the Board wrote him:

2135 SPRUCE STREET
PHILADELPHIA

MY DEAR MR. ALLEN:

It is difficult for me to express the regret I feel on learning that you are about to leave the Institution for the Blind in this City with which you have been so long, so successfully and so acceptably connected. If not actually impossible it seems to me that it is extremely unlikely that a successor will be found who will conduct the office you now hold with your utter unselfishness and distinguished ability. As a manager my gratitude to you for your good work is very great; and as a member of the community in which you have done so much to uplift the cause of the blind you also have my sincerest thanks. . . .

With kind regards I am

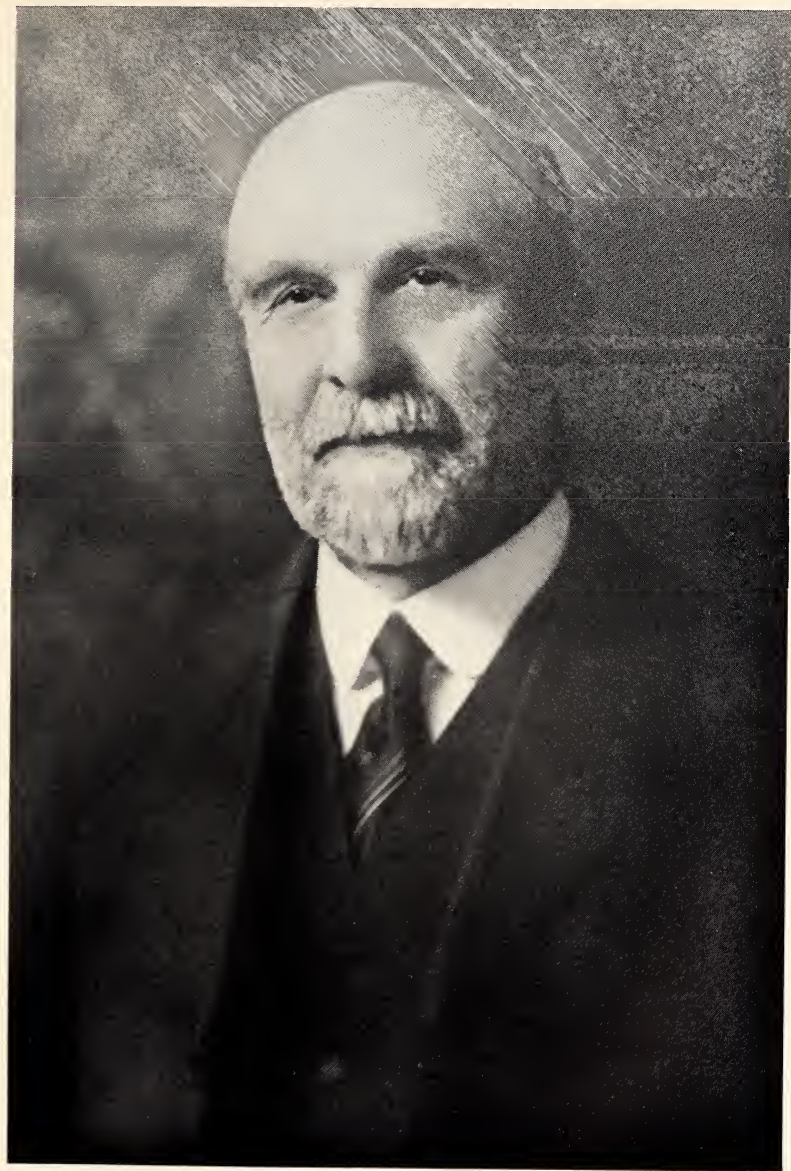
Yours very sincerely

RICH^d. A. CLEEMAN

January 10, 1907.

To EDWARD E. ALLEN, ESQ.

The Board asked him to suggest a successor, which he did, naming Olin H. Burritt, then Superintendent of the Batavia, New York, School for the Blind. When the Philadelphia Institution, in 1932, celebrated its centenary Mr. Allen was asked by Doctor Hutchinson, President of the Board, to be the principal speaker from the field of the blind, and by the two graduate associations to give an account of their revered Mr. Wood at the unveiling of a portrait bas-relief bust of him presented by



Edward E. Allen
Watertown, circa 1920



his ex-pupils. Mr. Burritt and Mr. Allen were personal and professional friends always. Although they did not agree in every particular (that was not to be expected), Mr. Allen recognized that Mr. Burritt carried on with devotion and wisdom. When together they used to talk never-endingly of their ideals and of their plans for their people. The Philadelphia Managers trusted them both and, so far as possible, provided them the means to carry on. Overbrook has remained dear to Mr. Allen, and naturally he has been a welcome visitor there.

In July, 1907, he took over the directorship of Perkins, where his second coming was almost as triumphal as his first. He was acquainted personally with many there; he had lived with the peculiar and precious traditions of Perkins and was known to be in sympathy with them; he belonged to a well-known New England family of teachers; he had the reputation of his success at Philadelphia back of him, and he found that outside influence had been brought to bear upon the Trustees to have him appointed. Former pupils of his sent him welcoming letters, and Miss Annette P. Rogers, member of the State Commission for the Blind, gave him a public reception. The general satisfaction with the appointment is shown in the following which appeared in the September 14, 1907, issue of *Charities and the Commons*:

‘The appointment of Edward E. Allen, principal of the Pennsylvania Institution for the Instruction of the Blind, to the head of the Perkins Institution for the Blind, Boston, is a matter of more than administrative significance. . . . It is his executive and educational work at Overbrook which has marked Mr. Allen as a leader in this field. The architectural planning of the Over-

brook buildings, in making use of every sensed object of the place to convey intelligence and beauty to the sightless, a private census of the blind of the state of Pennsylvania which Mr. Allen had carried out, and his sympathetic attitude as an institutional worker toward the movements for bettering the condition of the blind in the community, are all evidence of an underlying philosophy of work.'

On taking over Perkins Mr. Allen made but one material change: he took one of the front and most accessible schoolrooms for his office. In explanation of this he wrote: 'There are two ways of carrying on an institution for the blind, the impersonal and the personal. . . . Our Director prefers the personal method; the getting in touch with the individual and keeping in touch, being accessible at reasonable hours, not fenced off, being *in loco parentis* in fact and not in name only. When a superintendent assumes this attitude he gets a warm response which does away with any thought he may once have harbored that his pupils are unappreciative and ungrateful. The result, too, upon the pupils is of a higher order.' Mr. Allen believes he owes much of the success he had in Overbrook to this method of administration.

He learned afterward that there had been apprehension at Perkins lest he should bring some of his devoted teachers and officers from Overbrook to displace them. Several were, indeed, most eager to come with him; but Overbrook was too dear to him for that. He did not want to weaken its staff; his care was to help his successor in every possible way. Principal Burritt was glad to have these workers, trained in the ways and traditions

of Overbrook, and in 1935, twenty-eight years later, still had some of them. Mr. Allen had in 1930 twenty-three officers and teachers who had been employed by Mr. Anagnos twenty-five or more years previously. About them he wrote: 'They . . . are still our mainstays and are fully as necessary to the stability of the good old Perkins traditions as are new people for the accession of new ideas and the youthful enthusiasms which school boys and girls thrive on. It is the unconscious tuition of their consecrated characters which especially counts in our multiple family school life.'

Doctor Howe had been interested in every aspect of the work for the blind, in the starting of other institutions, and in aiding them when necessary, in spreading information and advice not only about the blind, but also about the deaf, the deaf-blind, the feeble-minded, the insane, and the prisoner, as well as about public education and public charity. His interests extended also to the political questions of the day. As ex-Governor Alexander H. Bullock of Massachusetts said at the memorial services for Dr. Howe in Music Hall February 8, 1876: 'He seemed capable to drive all the reforms and charities abreast.'

Mr. Anagnos, the second Director, was absorbed in making Perkins the repository of all blindiana, in improving his school and its equipment, in keeping it abreast of the times, in writing about it, and in raising an endowment for the kindergarten large enough to keep it forever out of politics — an ever-growing menace. But while he had Perkins carry on for Massachusetts its Home Teaching of the Adult Blind, and had previously allowed the alumnae to have home-made

articles displayed and sold in the institution salesroom, he had little interest or faith in public commissions or in private associations for the blind.

When Mr. Allen came, individual trustees told him that they hoped he would work with all other agencies in his field there. He joined the Massachusetts Association for Promoting the Interests of the Adult Blind, remaining its secretary for nineteen years, and he is still a member of it. In 1909 he was put on the Board of the Massachusetts Commission for the Blind, having since been three times reappointed by successive Governors. He was vitally interested in the American Association of Instructors of the Blind and in the American Association of Workers for the Blind, attending all their conventions and presenting papers at most of them. He and Mr. Burritt pleased the workers when they were the first superintendents to join their body. Mr. Allen was once President of the Instructors — at its convention in Berkeley, California — and, upon his retirement from Perkins, was made a life member of the Workers' Association. In 1930 he was appointed to the Board of the American Foundation for the Blind; and he was from their beginnings in 1891, 1907, and 1928 a frequent contributor to *The Mentor*, the first American organ on work for the blind, and to the other two, *Outlook for the Blind* and *The Teachers Forum for Instructors of Blind Children*.

THE REBUILDING OF PERKINS INSTITUTION

TRUE to their promise, the first important matter taken up by the Trustees of Perkins Institution was that of rebuilding. From a number of sites visited and considered, the Stickney estate of thirty-four acres on the Charles River in Watertown was chosen. Mr. Allen knew this place well, having been an occasional visitor to it as a boy. It offered the following important features: ample grounds on the river, nearness to Boston with its musical and intellectual advantages, situation in a large town which had a church for nearly every denomination, and nearness to Harvard University and other colleges, whose professors of sociology he hoped to have use the institution in their field work.

Before coming to Boston Mr. Allen had expected to build the new Perkins somewhat on the Overbrook model, which had served its purpose so admirably. In 1909 the Trustees sent him abroad to visit foreign institutions for possible new ideas. He saw the chief schools and workshops for the blind in England, Scotland, France, Germany, and Austria, but found nothing which seemed so perfect as the cottage-family plan of Doctor Howe, with which he had become more and more satisfied after studying, for two years, its immediate and lasting effect on the pupils as of foremost importance.¹ This cottage-family system, inaugurated at South Boston by Doctor Howe in 1870, is still in accord with the recommendations on the housing of institution

¹ Perkins Institution, *Annual Report*, 1909.

children of a committee of experts on child-care agencies appointed by President Theodore Roosevelt in 1908.

How strange it is that, given the same environment and procedure, emphasis makes all the difference in the world with the result. The emphasis from the beginnings of Perkins had been laid on making the school as little an institution as possible and as much a family as so large a group could be, of ensuring constant contact between teacher and taught, the system in vogue in our best private boarding-schools for youth, making, as it does, for refinement, devotion, culture, and for increased socialization through varied contributory service by all. Everything else was secondary.

On his return from Europe Mr. Allen drew up the 'owner's requirements' for the new Perkins. These Mr. R. Clipston Sturgis, the architect, put into a form beyond the dreams of anybody but himself. This Watertown estate had belonged to a wealthy gentleman who had planted it with trees, now grown large and fine. Only a few, and these fruit trees, had to be sacrificed to make way for the buildings. So when they were completed, they were surrounded with shade trees, the main or Howe Building with a pear orchard — and very appropriate this was, since Doctor Howe, like Mr. Allen, was an amateur arboriculturist, his specialty being pears.

Mr. Sturgis did the original landscaping and planting of shrubs, but for eighteen years afterward Mr. and Mrs. Allen worked personally to beautify the place. Mr. Allen not only multiplied the shrubbery but also directed the setting out of young orchards, small fruit, grapevines, and nut trees, having these cared for under



Perkins Institution and Massachusetts School for the Blind, Watertown

A Bird's-Eye View, 1914



his own eyes, and working himself many mornings before breakfast and many evenings pruning and grafting; there was no professional gardener on the place. He kept bees too, and many an institution worry was dropped, headache forgotten, or troublesome problem solved while tending these interesting creatures. Mrs. Allen built the gardens round the Director's house, setting out the wisteria on its south front, where it became known as one of the beautiful spring sights, especially from across the river. The wealth of lilies-of-the-valley, her favorite flower, were all multiplied from fifty sent her from the Overbrook gardens by Mr. Crowley, the steward, and the hundreds of bulbs were multiplied from a small number originally purchased. Mr. Allen greatly hoped there would be a wide-spread interest in personal gardening at Watertown — indeed many began, but only a few of the staff kept on with it. He also dared hope that the small families would take care of their wall borders. This, however, proved to be everybody's care, hence nobody's. Those who did continue — and several had really lovely gardens — surely felt the truth of

We are nearer God's heart in a garden
Than anywhere else on earth.

The grounds, while always kept up, were not parked and made the most of as they might have been by a professional gardener. Mr. Allen made these his own particular hobby, believing that the more he and the staff could attend to such matters, the more the gardens and grounds would become their personal possession and be appreciated and loved even by the pupils; then,

too, in an institution like Perkins there should be a proper balance between expenditures for maintenance and those for instruction. In his 1926 report he writes, 'Though our total current expense account for each pupil is about \$800 a year, nearly half of this goes into "instruction."' "

As has been said, the grounds still have many of the stately trees of the 'Stickney Estate.' Josiah Stickney had been an early President of the Massachusetts Horticultural Society; his estate had been one of the show places near Boston. His house stood where May cottage now stands and his lawn is intact; his farm land, very rich indeed, is now a kitchen garden furnishing most of the vegetables needed by the institution family of some four hundred residents. Besides this a large hennery was presently installed, which gave an ample supply of eggs and of fresh fowl. All this possession added that intangible something — that interest upon which lovers of nature and its culture thrive. The tangible responded to Mr. Allen's personal touch and gave him much material for his daily after-chapel talks to his flock — spontaneous talks for which he was never lacking in material and by means of which he kept in touch with his school, always opening new windows to the pupils and widening their horizon of interest and understanding. His morning chapel was never a perfunctory thing turned over to others to be put through or to be spoiled by talking shop and by disciplining. He loved it, and tried to make the most of it as an inspirational opening to the day's work.¹

¹ Cf. 'Dr. Allen Says: Making the Most of Morning Assembly,' *The Teachers Forum*, May, 1934.

Surely no one else can ever take quite the pleasure in Perkins as a whole that Mr. and Mrs. Allen did who helped create it.

The upper school moved to Watertown in 1912 and the kindergarten in 1913. Since the buildings were not completely ready then, pupils and teachers had their share in the readjustment; they helped settle their cottages, their classrooms, and the library; they watered the shrubbery and contributed in every possible way, thereby acquiring a measure of personal responsibility for it and of proprietorship in it all.

The system of family living and helping which all the girls and the younger boys had long enjoyed was now given also to the boys. Some of the older alumni shook their heads, but in spite of their forebodings the thing worked and, since everybody now contributed willingly and efficiently to the light housework, most of the disciplinary troubles of South Boston disappeared. To quote from Mr. Allen's report of 1910: 'What is education for efficiency? Is it not training for adjustment to life? If poor boys and girls whose parents have to drudge for a living are sent off to an institution where in their daily life they discover little if any relation between comfort and enjoyment on the one hand and personal effort and personal sacrifice on the other, what wonder that many acquire false notions of their relationship to society, notions that sometimes wreck their lives. We can all do more than we do to correct these notions, and I see no other way to accomplish this so effectively as by insisting upon some measure of cooperative living while at school.' Also from the remarks of President Appleton at the public opening of Perkins at Watertown

in 1914: 'The blind pay no tuition, are usually poor and have no servants at home. They should not be waited on by servants here, and are not above the kindergarten and primary. Self-reliance is to be the foundation of their future happiness, and this self-reliance can only be acquired by habitual experience in doing things for themselves. Mr. Allen tells the pupils that they owe it to the State that they become educated as far as possible to be lifters rather than leaners, and that the more they can contribute now as young people at school the more they will be able to contribute afterwards in the world.'

When the cared-for contribute to that care there is not likely to be complaint with the result. So teachers and pupils were encouraged to grow plants and to bring an especially lovely one to chapel. A pupil teacher has said that one of her happiest memories is that of picking and arranging daisies for the morning service. The primary boys kept rabbits, pigs, chickens, sheep, and once had a calf; most cottages had a canary, one or two had dogs, but these latter had to be cared for, at least in part, by the teachers.

Mr. Allen had had twenty-two years of work with the blind when he became Director of Perkins, five of them as teacher in the classroom. He re-read Doctor Howe's reports, which give the working philosophy and the reasons for the cottage-family plan, and after careful observation of this plan for two years he found himself, as has already been said, in complete sympathy with it. His buildings at Watertown were largely an expansion of Doctor Howe's ideals — a fulfilling of them, for 'the Doctor,' as he was always affectionately called, had

wanted separate cottages for his boys, but did not live to raise money for them. Not what you have taught your pupils but what kind of young men and women you are making of them was his test of a real education.

Our new and progressive agencies for the care of dependent children either place them out in families — orphan asylums are comparatively rare — or when they are in institutions aim to make these places as much like a real home as possible. The committee of experts on child-caring agencies called by President Theodore Roosevelt in 1908 recommended the small-cottage plan of housing, as has already been mentioned, 'because it secures for the children a larger degree of association with adults, and a nearer approach to the conditions of family life, which are required for the proper molding of childhood.'¹

The things Mr. Allen had worked so hard to create in Philadelphia, the kindergarten, an alumnae association, socialization, and a fine spirit, were all present at Perkins. It was truly remarkable how the boys found places for themselves, and were so much more readily received as producers than they had been in Philadelphia. He did stop embossing books in the Roman line print and printed only in the American braille; he substituted a school chorus for the orchestra, expanded the physical training department, and continued to stress manual training rather than definite trade instruction in the shop department; for with trained hands and brain little instruction is needed to fit such a boy of acceptable personality for any work he may find. The Commission for the Blind, already established in Massachusetts, was

¹ Cf. Perkins Institution, *Annual Report*, 1909, pp. 21-22.

doing the work of field officer and of placement agent; so he felt he had made no vital contribution to Perkins until the idea of putting the teaching of the blind on a professional basis began to take shape in his mind.

SOCIALIZATION

SOME writers on education claim that the pedagogy of the future is to take its point of direction rather from sociology than from psychology. Doctor Howe's ideal, religiously pursued and constantly preached, was to fit Perkins pupils for diffusion in the world, to make them socially acceptable and good citizens.

Mr. Anagnos, holding the same ideal, wanted this training to be begun early when children are most pliable and most easily influenced and impressed, and he established his kindergarten on what he and Doctor Howe considered the best possible plan for teaching blind children good table manners, one of the things by which people are most quickly judged, for inculcating neatness in dress and person, and accustoming them to the association with older and more cultured people; in fact, socializing them. Only women of culture and breeding were engaged as teachers and as house mothers; no supervisors were had. Constant association with such people was bound to have its influence. Mr. Allen writes: 'A very great deal of credit is always due all our teachers of the lower school for their success in training their little people to be like others. When these children first come to the kindergarten they are rather a nondescript lot, nearly always self-centered or with very little idea of give and take. It is the happy function of this school to "adjust them to their environment" early. As an initial socializing agent the kindergarten is singularly successful. A little blind child ought

rarely to be kept away from such correcting influences.’¹

The socialization of the pupils being a major object and end of their schooling — not simply what they learn and what they do in the classroom and the shop — individual guests often stayed to meals. All the cottage matrons were encouraged to have them. Any staff member might invite a friend to take dinner with a few pupils and a teacher or two about a small table. The custom both enlivened the meal and habituated the children to the presence of strangers; and since the experience was a pleasant one to the guests, it served to counteract in one after another of them the misconception which the seeing commonly entertain about the ways of blind people.

Miss Alice Burditt, who is responsible for a group of adult blind people in Cambridge, Massachusetts, has said that there is the greatest difference between those of them who have been to Perkins and those who have not been there; that the former are courteous, responsive, and agreeable, while too many of the latter are uncouth and decidedly difficult.

A very successful and socially acceptable graduate of Perkins, Mr. Francis Ierardi, has recently written Mr. Allen:

‘In summing up the benefits which I received from my education at Perkins Institution I am forced to admit that most of my learning went on outside of the classes. . . .

‘To the teachers at Perkins I feel that I can attribute all the manners and social graces which I may possess. They taught me habits of punctuality, methodical ways

¹ Cf. Perkins Institution, *Annual Report*, 1920.



Perkins Institution and Massachusetts School for the Blind, Watertown
View of Main Building, Brooks and Oliver Cottages, from across the Charles River



of doing things, and care for small details; they gave me a sense of personal responsibility for myself and for my home, and through their example taught me how beautiful home life can be.

'All these things, it seemed, came to us through social contact with teachers and matrons, with officers and staff, and with students from a different environment from our own.

'I have never advocated segregation of pupils from staff groups. And when I realize how empty my own education would have been under such a system I am still more against it. I know of nothing which is more conducive to the development of an inferiority complex than such segregation. It makes the blind student feel that he is different from the rest of humanity, that he is set apart because he is not fit to be with normal people. And because he has no example by which to be guided, he *is* different, and he is bound to develop abnormal mannerisms, all sorts of complexes, and distorted views of life.'

Mr. Robert I. Bramhall, for a decade Director of the Massachusetts Division of the Blind and now Superintendent of the public schools of Hopedale, Massachusetts, wrote: 'When I first attended the meetings of the American Association of Workers for the Blind, I was impressed with the fact that the Perkins boys stood out in the conference for their high idealisms, their independence of thought and action, their initiative, their ability to mingle with groups in a social way. Many of the leaders, now living in all parts of the country, I found to be former Perkins pupils. As I now look back on it, it seems to me that this leadership has been due

to the family system of living at school. Under this cottage plan, the pupils mingle with the teachers and guests, live a more normal family life, are encouraged to think for themselves, are inspired with confidence in their ability to live to the motto that obstacles are things to be overcome. I believe that the pupils living under this family system have a different attitude toward life, are more normal in their reactions to situations that may develop, are less institutionalized, than is possible under the conventional institution where the pupils are grouped by themselves, apart from the teachers. I believe that the teachers can shape the ideals, social standards, and character of the pupils more through the informal contacts of everyday life than through the more formal relations of pupil and teacher in the classroom.'

There is a further extension of benefit to society at large in this culture and socialization; for the blind child, product of the right kind of institutional training, is often the one really cultured and well educated member of the family, and may be a broadening and uplifting influence to the younger brothers and sisters and even to the entire household.

'In a report on the Boston Museum of Fine Arts the writer of it, in speaking of the artist, says: "It is the beauty of life that he sees and feels. That beauty is everywhere, visible or, more likely, invisible to the world. It may be the beauty of the thing itself; it may be the beauty of that which the thing occasions or connotes. It may lie beneath tragedy or indeed surface ugliness. Thus, the world may see only the tragedy in the man who is blind, but those who see that he carries

it gallantly as the one opportunity that life has vouchsafed, carries it as he might the rose that love has given, — they see that it is not tragedy, but in truth a thing of inspiring beauty, sombre, solemn though it be. The candle on the altar dispels the darkness and reveals the cathedral.” Of many blind people we know, is this saying true — that their blindness, carried gallantly, is a thing of inspiring beauty. Spiritual and uplifting influences emanate from the presence of the good, the true, the beautiful and the brave.

‘While a practical education is doubtless the blind man’s capital, yet the practical is often so difficult of application by those bereft of physical vision that we should foster also the spiritual, in as many as have it, through teaching cultural subjects, through the cultivation of language and literature, of story, of music and of those arts in which blindness is no handicap. It is significant that seventy-seven former pupils of Perkins are now successfully laboring in behalf of their own people, the blind.’¹

¹ Cf. Perkins Institution, *Annual Report*, 1928.

THE PERKINS SPIRIT AND TRADITION

THE Perkins spirit, to those who knew the institution in the old days, was a very real thing. Doctor Howe was an idealist, but an idealist with his feet on the ground. He writes somewhere that he could not carry on his work at the school if he had head service only; that he must have heart service as well. In those early days with little equipment, small comfort, as reckoned by today's standards, no models to follow, and little classroom furnishings, what devotion it meant to be a Perkins teacher and what noble helpers he gathered about him!

Mr. Anagnos carried on in the same spirit with Miss Moulton, Miss Bennett, Mr. Flanders, Mr. Smith, and Mr. Reardon and many others to help him. These were Doctor Howe's disciples, trained under him, catching his spirit and ideals. Then came Mr. Allen, reverent disciple also. Taking a coal from the altar fire kept burning by Mr. Anagnos, he lighted his fire at Overbrook and then returned to Boston to keep the old fire bright.

Mr. George Richards and others of Mr. Allen's original Board seemed most anxious that Doctor Howe's family should be satisfied with the appointment of a successor to Mr. Anagnos. The morning after Mr. Allen's acceptance Mr. Richards took him to breakfast with Mrs. Julia Ward Howe, who was most gracious to him and continued to come out to the school to talk to

the pupils and to take tea in the Director's apartments as long as she lived. She had written to Mr. Allen while he was still at Overbrook as follows:

241 BEACON ST., BOSTON
Feb. 14th 1907

DEAR MR. ALLEN

Your friendly letter is hereby acknowledged with sincere thanks. I remember you in years not long past, at the Institution. . . . I feel assured, from what I have recently learned, that you will administer the affairs of our dear Institution with much ability and with the best intention. This assurance is of great value to me, and I look confidently for an experience which will 'make assurance doubly sure.' The increasing infirmities of my great age prevent my visiting the Institution as often as I should wish to do, but I shall certainly be glad to find you and Mrs. Allen there when I come.

Yours sincerely

JULIA WARD HOWE

Her daughter, Mrs. Hall, was Mr. and Mrs. Allen's guest when she came each year for the Howe Day celebration, as was Frank Sanborn, a biographer of Doctor Howe and his successor as Chairman of the Massachusetts State Board of Charities, when he attended the Perkins Corporation meeting annually in November.

Mrs. Howe, however, naturally felt sorrow at the family break with the institution, and gave a farewell party to her institution friends in Mr. Anagnos's apartments before they were turned over to the new director. It was a memorable occasion to those present, few of

whom are living today. Mrs. Howe loved a party and was a perfect hostess. At this gathering she played and sang her 'Hunting Song,' for which she had written both words and music. She had had voice training from the best masters, sang well as a girl, and her clear speaking voice was something never to be forgotten by those who heard it.

Mrs. Maud Howe Elliott, the only Howe child born at the institution, wrote regretting her inability to be present at the dinner given by Mr. Migel and Mr. Cromwell to the Delegates to the World Conference in 1931, Mr. Allen being guest of honor:

'I regret deeply, that I am unable to be present Wednesday night. Only engagements of an important nature could keep me from so interesting an occasion. My own deep affection for Edward Ellis Allen makes me deeply sensible of the honor, so richly deserved, you are about to show him. His splendid services for the higher education of the blind, his long and glorious administration of Perkins, surely have won for him the title first bestowed, in this country, upon my father, Samuel Gridley Howe, "The Father of the Blind."

'As such I salute him, and pray for him, that he may long carry on his beneficent and unselfish work of inspiration and uplift.'

In 1928 Mrs. Laura E. Richards, another daughter of Doctor and Mrs. Howe, dedicated her *Laura Bridgman* to him in the following appreciative words:

To

EDWARD E. ALLEN,

worthy successor of

SAMUEL GRIDLEY HOWE

and

MICHAEL ANAGNOS

who as Principal of the

Perkins Institution and Massachusetts School for the Blind has for twenty years carried on with high intelligence, wide vision, and unfailing devotion the work initiated by Dr. Howe, this volume is dedicated with affectionate regard

The Sunday before Mr. Allen finally left Perkins he and Mrs. Allen visited Doctor Howe's grave in Mount Auburn Cemetery, where Mr. Allen laid at the Doctor's feet his twenty-four years of service as Director, feeling sure, in his heart, that he had the Great Founder's approval and that he could hear him say: 'Well done, good and faithful servant. You have been a wise and faithful shepherd to my people.'

The Perkins spirit and idealism is one of the most beautiful, most valuable, and most easily lost characteristics of anything at the institution. Wherever the present-day struggle exists for things that can be systematized, tabulated, and exploited this idealism is destroyed. Many, many years ago it was said, 'The letter killeth but the spirit giveth life.' The precious traditions of such yearly recurring events as Howe Memorial Day, Founder's Day for Mr. Anagnos, the May walk, taking flowers to Doctor Howe's grave on Memorial Day — what other school has such traditions? Without them Perkins Institution would be quite a different place. Will they be valued and kept alive?

UNIQUE PHYSICAL FEATURES OF PERKINS

The Library and Museums:

Perkins is the only one of our three pioneer schools which has on file the complete story of its work; Doctor Howe kept everything — letters, newspaper accounts of activities, several complete sets of the Perkins annual reports, and a nearly complete set of the publications of every other such school, and even of allied ones. Only at Perkins are there dated samples of Doctor Russ's¹ experiments with a point system two points high. Nothing was thrown away. Mr. Anagnos, being by nature a collector, had the vision to assemble the beginnings of the Perkins Special Reference Library of Books Relating to the Blind — books in many languages about blind people, books written by them, stories containing blind characters, case after case of newspaper accounts of every phase of our work. Some psychologists call this simply a 'library of opinion' and consider it of little value, since it is not the result of psychological measurement. Call it such, if you will, but the opinion the world has had of blindness and of the blind has been a tremendous factor for weal or woe — too often the latter. What was that opinion and can we help better it? Has it improved or grown worse? Such questions need to be studied into by anyone who has the great cause of the welfare of the blind at heart.

All during his directorship Mr. Allen added to this

¹ First teacher of the blind in the United States and at the New York Institution.

special library. He knew its contents well from personal reading. For a visiting foreign director the librarian once made out a long list of books which would be of use to him. This list Mr. Allen ran over to him, giving briefly the contents of each volume.

Mr. Anagnos collected an extraordinary amount of tangible material for teaching purposes, including papier maché models of flowers and of the human body.

Inspired by Director Mell's splendid one in Vienna, Mr. Allen added at Watertown a historical museum of special appliances devised for the use of blind people. He and Director Mell were in close correspondence as long as the latter lived, exchanging objects for their collections.

The Howe Memorial Press:

This 'Press' was chiefly a printing office, the money for which was raised by Mr. Anagnos soon after Doctor Howe's death and as a memorial to him. Its purpose included, however, the manufacture or purchase of anything to promote the object of the institution, — thus, besides literature and music, examination questions, lap maps, any material teachers might want for their classes; also braille Christmas greetings, alphabet cards, announcements, etc., and with Mr. Allen's encouragement and sometimes suggestion, games, calendars, a tangible thermometer and barometer, slates and a braillewriter, were manufactured and constant experimentation carried on 'in behalf of better or more economical means or methods of producing and reproducing braille or of making tangible appliances.'

He was always planning to make this press and

Perkins of ever greater usefulness. He writes:¹ 'There are many things we hope to accomplish for it [the work for the blind] in New England, of which the reconstruction of Perkins Institution at Watertown is but one, though it is the chief one. A great increase in the funds of the Howe Memorial Press, for example, could be made to help the cause wonderfully, by increasing the output of embossed books and of tangible appliances and making possible their wider and more general distribution. And more beneficent still would be the establishment of a permanent bureau, similar to that of the Valentin Haüy Association in Paris, for the collection and diffusion of data of all kinds relating to blindness and the blind, and the publication and financing of a magazine in the interests of the blind, like the *Outlook for the Blind*, which, good as it is, cannot be supported by any subscription list which it is likely to have.'

The Shop and Salesroom:

In the early days of work for the blind, institutions established shops to provide employment for certain pupils after they had finished school. For some homeless women Doctor Howe tried to find this in a public laundry which he set up near the school in South Boston. It failed as a going concern, as has nearly every such effort from the beginning of interest in the blind to the present day. One of the women in this laundry, Katie Fleming, totally blind, became the long-time faithful and efficient head of the institution laundry, retaining

¹ Cf. Perkins Institution, *Annual Report*, 1909.

this position until five years previous to her death at the age of seventy-six.

The Perkins workshop (with that of the Maryland school at Baltimore) is practically our only institution shop still carrying on. It seemed to be urgently needed for a few men and women and so was kept on, though its accumulated cost to the institution had been estimated to be \$50,000, when in the 1890's Mr. Eugene Howard became its manager. Under him it began to pay its way, as mattress-making then became its staple industry, and an accessible salesroom was opened in the Back Bay. This happy state of affairs continued with the next manager, Mr. Frank C. Bryan. In its simple and somewhat antiquated quarters the shop even paid a nominal rent for the salesroom. Expenses were low, as the partially blind workers could fire the furnace and care for the building. When the year's accounts were being made up all the men would gather about Mr. Bryan to learn how the account stood; and how proud they all were when they found they had made the shop pay! Such success spurred them on to do their utmost to make this cooperative effort a further success.

Mr. Allen considered this old shop at South Boston an object lesson in how such a shop, kept small, could be made to pay for itself and be a real justification of its existence. The employees greatly preferred being there to being in one of the state shops; the men all had keys and could fill as many idle hours as they wished working, the pay being by piecework.

Closely related to the question of a blind shop is that of teaching the trades in school. Mr. Allen's and Mr. Anagnos's experience had led them to believe in keeping

to varied manual training for holding the interest and for training hand and brain, for with trained hands and a trained mind any trade open to blind people can be quickly and readily learned. Moreover, Mr. Allen had found through Mr. Delfino's investigations throughout Pennsylvania that few former pupils continued long to follow the trades learned at school, but gradually branched off to do something more gainful or more agreeable.

Mr. Cadwalader, president of the Philadelphia Board, once wrote on this subject as follows: 'Many different trades have been taught. The success of certain pupils in careers from which they seemed necessarily excluded gave rise to somewhat extravagant hopes of the possibilities of industrial education. Slowly and reluctantly the teaching of many of the trades has been abandoned by enlightened instructors, because the trades could not be profitably carried on by the blind. The blind workman competes with the seeing workman at such a disadvantage as can be completely removed by no special training; we endeavor to find and to teach those trades where the disadvantage is least. The least showy results may be the best.'

After quoting from Maurice de la Sizeranne, famous blind secretary of the Valentin Haüy Museum, to the same effect, he adds: 'It is interesting and encouraging that we should have from a distinguished foreigner, who devotes a large part of his life and of his fortune to the amelioration of the condition of the less fortunate members of his own class, indirect testimony in favor of the policy which has been pursued in this school by our principal and by his immediate predecessor; not to ap-

pear, but to be the best; not to impress the public, but to improve the pupil. The blind will always need the sympathy and encouragement of the public. Policy and principle alike forbid claims of the possibilities of blind labor, which if proved false must chill that sympathy.’¹

¹ Philadelphia Institution, *Annual Report*, 1898.

THE PSYCHOLOGY DEPARTMENT

IN 1916 Mr. Allen felt that he was ready for a resident psychologist at Perkins and naturally applied to Doctor Goddard, whom he had known at Vineland, New Jersey. Doctor Goddard sent a Miss Taylor, who remained one year only. About this time Principal Burritt also applied to Doctor Goddard, having the larger vision of employing an expert in the subject to supervise a resident psychologist. Doctor Goddard asked at a convention of psychologists for someone who would be interested in such a position. Doctor Samuel Hayes, professor of the subject at Mount Holyoke College, suggested that he would be willing and glad to give part time to such a task. Mr. Burritt then asked Mr. Allen to join with him in sharing Doctor Hayes's services, which he gladly did. Doctor Hayes has proved a rational psychologist, patient with small initial results, very acceptable to director and to teachers alike, and has brought these schools up to the times in psychological measurements and research. He has published valuable papers on his findings and has helped establish, beyond a doubt, the fact that there is a psychology of blindness, which is an added reason why the heads of these schools should be at least educators, and if definitely acquainted with the specialty, so much the better!

One of the results of Doctor Hayes's work at Perkins was a reclassification of pupils not only according to capacity but also according to rate of accomplishment. So pupils were promoted by subjects at any time, thus

breaking up the usual lockstep pace of the school grades and spurring on to individual endeavor.

Doctor French, Principal of the California School, says in his American classic, *From Homer to Helen Keller*:¹

'The cooperative psychological and educational research program undertaken by Doctor Hayes and his collaborators is the most far-reaching and significant scientific study so far undertaken in America. Some valuable results have already been attained and with the extension of the collaboration, still more practical results will no doubt follow. . . .

'One seeking more specific information on the organization and recent progress of the American institutions for the blind is referred to their recent reports, of which those of Perkins Institution and the Pennsylvania Institution at Overbrook are decidedly the best. Many institutions still follow the plan of issuing a purely statistical report, from which little can be gained, except for purposes of compilation and comparison.'

Doctor Kathryn Maxfield was Mr. Allen's sympathetic psychologist. Already before leaving for the American Foundation for the Blind, her findings had considerably influenced the Perkins curriculum of studies. Mr. Irwin, Executive Director of the Foundation, believed that the new psychology could make valuable contributions to our work; he has the true student mind and appreciates the value of research; so when, in 1927, Doctor Maxfield proposed the opening of an experimental school somewhere, we were glad, wrote Mr. Allen, to turn 'our whole elementary department of 120 children into such a project, carried on jointly by

¹ American Foundation for the Blind, 1932.

the Kindergarten and the Foundation, and to put it under Doctor Frieda Kiefer' as supervisor. Though already a Ph.D., Doctor Kiefer immediately took the Harvard Course.¹ The teachers 'catching her splendid enthusiasm became intensely participatory. Mr. Bryan, Manager of the Howe Memorial Press, supplying the appliances and books as needed, one experiment after another was carried on, checked and the results published. Those five years were a fertilizing period of new growth and understanding.' Mr. Allen considers this experimental school to have been a definite contribution to the education of blind children.

'Meanwhile there had developed locally pupils' speech correction and a teachers' class in How to Study and Work Effectively; also, throughout the country, cumulative research, together with a lot of study papers, some books, and even *The Teachers Forum for Instructors of Blind Children* — a general fruiting traceable to Binet's tests for sifting out the defective children in the elementary schools of Paris.'²

¹ Cf. p. 100.

² Cf. 'Dr. Allen Says,' *The Teachers Forum*, March, 1937.

PREVENTION OF BLINDNESS

TO EXPAND a matter previously mentioned, when Mr. Allen had taken up systematic child study with G. Stanley Hall, he began with his teachers a study of the contents of the pupils' minds when they came to school. He remodeled the Pennsylvania Institution application paper on that of Perkins, and presently wrote of it: 'This *questionnaire* has been in use here for the past seven months, and of the twenty-three papers which have been filled out for new applicants during that time, nearly all the sets of questions have been intelligently answered and a few have given us a new insight into some of the *real* causes of blindness. Besides this, we now can account for the idiosyncrasies of many of the pupils whom we already had in school; for the new questions were put to the parents of them also and were very generally answered.' (When parents came for their children or returned with them he was accustomed to talk with them in such a way as to elicit many interesting facts.) 'A study of these answers, together with a critical examination of the applicant and certain measurements of him after he is admitted, will furnish data to go on a card, headed "Condition when Received." A comparison of these data with data taken when the same pupil is discharged will furnish us a means of estimating what the school has done for him.'¹ This material he realized, too, would be used by some one for a study of the causes of blindness looking toward prevention,

Cf. Pennsylvania Institution, *Annual Report*, 1896.

though he never had time for it himself until his retirement. Then, when he could survey the whole field without prejudice, he came to feel that prevention is more imperative even than education, and wrote again and again: 'There is no solution for the problem blindness presents save *Prevention*.'

Mr. Allen's psychological studies were interrupted first by the planning and rebuilding of the Pennsylvania school at Overbrook, and then by his going to Perkins. Perkins Institution is not a simple affair like most residential schools for the blind, but is one of diversified activities, both intramural and extramural — large grounds and kitchen gardens to be kept up, multiple cottage families to be visited, the collections of its several departments fostered and put to use, printing, appliances, and games experimented with and encouraged, and the results distributed far and wide to a host of blind people, etc., etc.; then the supervision of home teaching (until 1916), attending meetings of allied agencies, personal attention to professional and other important visitors, carrying on office correspondence of bureau magnitude, seeing to legitimate publicity, etc. Keeping all these matters in hand used up the time which the Director might have put into investigation, the necessary foundation for efficient prevention of blindness work.

He did, however, heartily approve the gift to Doctor Abner Post of \$4500 from the kindergarten funds for a study of interstitial keratitis as a cause of blindness of children.

Doctor Lucien Howe, an oculist of New York State and a wealthy and influential citizen, realizing, as he

did, the sin of letting children go blind through babies' sore eyes (*ophthalmia neonatorum*), was instrumental in having the so-called Howe Law passed in his state, the first of its kind enacted in this country. When, later, this far-seeing philanthropist moved to Massachusetts and endowed at Harvard an ophthalmological research department, he called at Perkins for that institution's data on blind families represented among its hundreds of past and present pupils. This Miss Jessica Langworthy, of the Perkins staff, compiled for him, and from the data interesting and illuminating charts have been prepared. These were shown at the third International Eugenics Congress in New York City in 1932, at the Howe Laboratory of Ophthalmology in 1933, also several times at Perkins, where they may be seen in its museum. These charts are 'Pedigree Charts of Families Having Had Two or More Students at Perkins Institution.'

The conclusions drawn are:

1. Including all the recorded varieties, there are more than 120 ophthalmic anomalies exhibiting a definite hereditary transmission.

2. Of the causes of blindness in the 1930 enrollment, 196 are probably hereditary, 94 are probably not.

3. About 33 per cent of the Perkins enrollment suffer from optic nerve atrophy and congenital cataract, which usually behave in heredity as Mendelian dominants. Blindness from these two preponderant causes could be nearly eliminated in a single generation, if individuals suffering from them could be restrained from reproduction.

In the early 1900's, with the help of the Massachu-

setts association for the blind and the immediate assistance of Henry Copley Greene, working with a member of the State Health Department, and of Doctor George Derby, a Boston ophthalmologist, a similar law was passed in that state which demanded both the use of a silver-nitrate solution in the eyes of newborn children wherever any suspicion of infection appeared, and the immediate reporting of the case, with, moreover, the important provision that any physician who allowed a baby in his care to become blind from this cause should be subject to a fine or imprisonment. Few cases of blindness from this cause in Massachusetts have occurred since several local culpable physicians were publicly fined.

THE SEMI-SIGHTED CLASSES

ONE of the early and late problems of our institution heads was their children who saw too little to be taught in the public schools but too much to be in a school for the blind, where they were misfits. They would not become finger-readers; the retarded pace of the blind children caused these others to slow down to meet it, or they spent their superfluous energies in teasing and hectoring the children who saw less — the effect on both being equally bad.

In 1909 Mr. Allen learned in London of classes recently opened for these children in the common schools. Their problem in his own school was so ever-present with him that he immediately saw in this movement a solution. On returning to Boston he reported the matter to the State Commission for the Blind. Its Superintendent, Miss Lucy Wright, was at once interested, as was Mr. James P. Munroe, its Chairman. Mr. Munroe visited the Superintendent of the Boston schools to propose the opening of such a class; but the suggestion met with cold response. However, the matter was frequently talked of at Commission meetings, and when Doctor Franklin B. Dyer had come on from Cleveland to be Superintendent of Boston's schools, Principal Van Cleve of the New York Institute, who knew him personally, took Mr. Allen to call upon him. Doctor Dyer was already interested and, on being assured that the special class planned for such pupils was the proper thing, promised to do what he could. Meanwhile Miss

Helen L. Smith, who had previously taught at Perkins and at another school for exceptional children, being without a post, Mr. Allen invited her back on salary to fit herself at Perkins to have charge of such a class and to prepare material for it. She came, and remained several months. This was three years after Mr. Allen had begun his efforts to start such a class. In the event that financial aid would be needed, the Perkins Trustees voted in all \$2700 to help the experiment; and a part of it was used later to help open the Springfield and the Lynn classes.

Presently Miss Smith was appointed teacher to a semi-sighted class in the Boston public schools, but there was no such class. She had to go about visiting schools to find pupils, and what she mostly found was no interest. Finally in Roxbury she talked with a principal who said: 'Why, yes, I have several children who should be in such a class. We have just moved out of that old building across the street; you can probably have a room there for your work.' And in April, 1913, the first class for semi-sighted children in the United States was started, with an average of five pupils. None of the Perkins grant was handed over to the Boston school board, which financed the class itself, but Mr. Allen visited it often, and one day, finding Miss Smith worried by failure to get much-needed supplies, authorized her to buy them from time to time and to send the bill to him for payment from his appropriation. After this things went along merrily. Since their beginning sixteen classes have been opened in Greater Boston, forty in the state, and by 1938 five hundred and fifty-eight in the country at large, while the number is increasing

rapidly north and west. The Boston organization of teachers of these classes celebrated its twenty-fifth anniversary with a banquet and speeches.

To the President of this organization Mr. Allen replied to an invitation to be present, as follows:

‘To those of you who have been and still are privileged to carry on this enterprise, to you I send my greetings from England, the country whence the suggestion came of how best to educate children with vision impaired yet high enough to serve as their chief channel of instruction, and of how at the same time to conserve their weak eyesight. Such children had previously either given up school or had gone off to institutions for the blind, where, because of being misfits, they commonly became poor students and psychologically more blind than seeing. Their change to an atmosphere of appeal to the eye was of untold benefit, establishing in them a new morale.

‘Our country is to be congratulated that the tiny weakling of 1913 has become strong and vigorous enough to put out forty offshoots in Massachusetts and something like five hundred and forty in the United States. Surely this proves the worth of the project, also the need of it; but it shows too that it has been wisely managed, generously supported, and devotedly carried on. Besides, since this movement meant small classes and the application of science in all sorts of ways to adapt conditions to the conservation of these children’s eyesight, it has not been without effect in bettering classroom conditions and minimizing eye strain for school children generally.

‘Yes, we are to be congratulated. No other country, I

believe, has yet felt itself able to be quite so sympathetically progressive in behalf of its children of low vision.'

The National Society for the Prevention of Blindness, perceiving in these classes a tremendous sight-saving medium, has been the mainspring of the movement for their multiplication. That side of the experiment did not at first strike Mr. Allen, but his slow and persistent keeping at the business in hand until he got results was characteristic of all he did.

This society, renaming these groups 'Sight-Saving Classes,' has been carrying on for years summer courses at Columbia and at other colleges to fit teachers for them. These have been the special care of the efficient and devoted Associate Director, Mrs. Winifred Hathaway.

Mr. Van Cleve's introducing Mr. Allen to Doctor Dyer was the starting of the classes in the United States. His pioneer work for the prevention of blindness is little known, however. While still in Ohio he became interested and active in the prevention work carried on in Columbus. Mr. John Glenn was following this movement with great interest, and urged the Trustees of the New York Institute to appoint Mr. Van Cleve Principal that he might continue this, to him, most important work. Mr. Van Cleve and his devoted secretary, Mrs. Rausch, carried on the P.O.B. for a number of years in New York practically single-handed. Its splendid organization is largely due to the funds he secured for it and to his appointment of the right people to carry it on. His contribution was publicly recognized by the granting to him of the Leslie Dana Gold Medal for

1931, for 'outstanding achievement in the prevention of blindness and the conservation of vision.' The story of his connection with the P.O.B. should be written and preserved.

THE HARVARD COURSE

WHEN Mr. Allen first came into the work the superintendents in many state schools changed with every party change of Governor. A young woman once came to Perkins who had had four different superintendents during her period of pupilage. Mr. Frank H. Hall — that great educator, inventor of the braillewriter and of the stereotyper which made possible the books, magazines, and all the wealth of literature the blind now have — was put out to make room for a non-educator. Though he came back under another administration he soon resigned because he could not conscientiously replace certain of his successful teachers with political appointees. Is it any wonder he thought the blind better off in the public schools?

There has been a slowing down of this sort of policy until the moral and civic slump of the aftermath of the Great War. Recently, however, several Western schools have had efficient heads replaced by those who knew nothing of blindness or of the blind; and this is no reflection on the appointees themselves. But work among the blind is peculiar, and those entering with no previous knowledge of it are often so surprised at what people without sight do accomplish that they immediately feel it is the fault of those who preceded them — ‘the old mossbacks,’ one vigorous new appointee called them — that blind people are not everywhere competing on equal terms with the seeing. They begin at the beginning and experiment and exploit until their astonish-

ment is tempered, their hopes unfulfilled, and their enthusiasm cooled. These years are wasted years for the blind. How fortunate the three pioneer schools were a quarter of a century ago in their necessary changes! Mr. Burritt had been head of the institution for the blind at Batavia, New York, and had a blind son; Mr. Van Cleve had been a public-school superintendent and head of the Columbus, Ohio, school for the blind and had a blind brother; while Mr. Allen had had years of experience with blind people, both as classroom teacher and as head of a great sister school. Teaching the deaf and the feeble-minded has practically professional standing; even in the United States a man is seldom appointed to the headship of one of their schools who has not been specially trained.

The idea of an approach to something like this was in Mr. Allen's mind until one day he noticed that Harvard was recognizing, in its educational psychology group, a course in the study of mentally deficient children. 'Director Hayes of the State Division and I,' he writes, 'offered Harvard to carry on a course in our specialty without cost to the University. Thus began, in 1920, a series of extension lectures on the education of the blind, given at Cambridge and sponsored by the Graduate School of Education. Over sixty students immediately enrolled, mostly from the State Division and Perkins staffs.'¹ The next year it was made a regular extension course and, after five years, was promoted to be a regular offering in the Graduate School of Education. Mr. Allen is elected annually by the Corporation of Harvard University as Lecturer on the Educa-

¹ Cf. 'Dr. Allen Says,' *The Teachers Forum*, March, 1935

tion of the Blind for this course, originally listed as N-1.

He had little outside encouragement in the venture; even some of his Board disapproved of it on the ground that it would take his time and attention from the blind children at Watertown. Fortunately he was never dependent on outside approval if he knew his course was right. Some of his fellow workers for the blind criticized him for admitting students to it who did not already carry an A.B. degree. In the beginning, he had to take what he could get, and he was never one who expected to begin at the finish, realizing that a small beginning which grows is far better than an initial splurge which peters out. Naturally he was disappointed that no unprompted word of encouragement or help was offered at conventions, especially at that held at Watertown in 1924. Though a few of his colleagues cooperated from the first, most failed him. He did not take time from his blind children at Perkins for the course, but he did give his three weeks of summer vacation, all the vacation he ever took until his last three years at Watertown, to getting students for the class. Presently, however, a representative of the New York State Education Department called at Perkins to find out about the course, and a law was soon passed there, also in other states, that after a certain date teachers in schools for the blind must have been prepared for the work. God speed the day when this will apply to the heads as well!

Doctor Harry Best, author of *The Blind*¹ and of its revision and expansion as *Blindness and the Blind in the United States*,² a monumental labor of love, has recently

¹ The Macmillan Company, 1919. ² Revised edition, 1934.

written the following commendation of what Mr. Allen has been trying to do: 'I doubt if there has ever been in the work for the blind, either in America or Europe, a man with a more statesmanlike grasp of what was involved in blindness in human society. You have sought to raise the work to a dignified, professional level, to secure for it the efficiency and standards of conduct applicable to educational and social welfare in general, and, one might add, to successful business procedure. This task will be easier in the future years; *the work for the blind remains in certain respects the last stronghold of the old conception of charity.*¹ You deserve much from us if you have made progress in lifting it to a higher and more worthy level.'

At this writing, in 1938, the idea is taking hold in our field. The A.A.I.B. has appointed a committee on the training of teachers; Peabody College for Teachers, in Nashville, Tennessee, has had summer-term courses for teachers for some years; now the Illinois Institution at Jacksonville, the Michigan Institution at Lansing, and the Normal College at Ypsilanti are having them, while the New York Institute is cooperating with Columbia's Teachers College in a special department for the training of teachers for several classes of handicapped children. When Doctor French, in his *From Homer to Helen Keller: A Social and Educational Study of the Blind*, specifically recognized and approved the value of this special preparation of teachers, he gave it gratifying impetus.

It is a curious and interesting fact — and one needing explanation — that the work for the semi-sighted, no

¹ Italics the Author's.

more special than, and not so difficult as that for the blind, requires and gets teachers' preparation. Starting with summer courses at Columbia in this specialty, they are today given in several cities of the country.

Now, after eighteen years, there are twice as many applications for places in the Harvard Course as there are residential scholarships, and practically all of those chosen to take it are normal-school or college graduates. As to results, Mr. Allen reported to his chief, Dean Holmes, back in 1934, 'Seventy-one of those who have taken the course are teaching or have been teaching or working with the blind in fifteen of our states, and seventeen in the countries and territories of Alaska, Hawaii, Japan, India, Egypt, Holland, Norway, Cuba, Porto Rico, Mexico, Colombia, and Chile.' These were brought to the course through Mr. Allen's personal contacts, or international friendships.

In 1925 a course in Special Methods was started by a member of the Harvard Class of 1924-25, a practice course to supplement the half-year one in theory. Miss Jessica Langworthy, long a teacher in the school and, during the war, Principal of the boys' department, after having taken additional work at the Harvard Graduate School of Education to prepare herself in modern methods and to get an Ed.M. degree, was put in charge of it by Mr. Allen. Her success was immediate and marked. In special instances Dean Holmes has recognized the course as a regular one in his school with credit toward a degree. Most of those who have taken Mr. Allen's course in background have taken this one, but few have pursued it for academic credit.

It should be understood that nearly all of these stu-

dents have lived at Perkins, the Trustees having generously permitted this, well knowing that without such privilege neither course would have continued long. Indeed, such residence has been one of their major benefits. Lady Campbell, speaking of a given class, said, 'They have been a fine set of young people who show that they have caught the institution spirit of consecrated service which, to my mind, is the greatest contribution the course gives.'

Naturally the course has been a distinct help to Perkins, for, as part return to the institution for its hospitality, each one assists in a small way in the work of the school, and from the year's class of picked young teachers from all over the country the Perkins ranks have been recruited for some years.

Mr. Allen's spirit of cooperation and of good will to the projects of others is shown by the following incident. He was once asked why he did not add Home Teaching to his Harvard Course, to which he replied that he would rather help Principal Burritt with his course on the subject than to start one himself. Someone who knows Mr. Allen intimately has said, 'Mr. Allen has always been most generous in giving credit where credit was due, never assuming for himself anything which might be claimed for or by another.' He aided Superintendent Wampler of the Tennessee Institution for a number of years in his normal course at Peabody Teachers College, went to Nashville one summer to lecture, and sent teachers to assist for several summers. (While in Nashville he made the acquaintance of Colonel Morris Frank and his mother and, later, helped with encouragement the idea of this young man's going

abroad to be trained with a 'seeing eye' dog. Colonel Frank, assisted by Buddy, 'is today our chief personal propagandist in behalf of bringing to his brothers and sisters in blindness the feeling of independence in getting about which this dog has enabled him to recapture. The teamwork of the two is dynamically convincing, bringing to countless numbers similar emancipation.')

SELECTIVE EDUCATION

SIR FRANCIS, then Doctor Campbell, came over to tour the United States in 1886 with his fine choir of blind singers and with Mr. Alfred Hollins, a blind organist, hoping to awaken interest for the establishment in Washington of an Academy of Music for the Blind, with scholarships open to young, promising blind musicians from anywhere in the country. But unfriendly American superintendents, getting wind of this, spiked his guns and the project had to be dropped.

Mr. Anagnos realized more clearly than many another that most of the blind who make what is called a success in life must do it with their heads and not with their hands. He had plans already drawn for transferring his whole elementary department to Jamaica Plain alongside the kindergarten, expecting to buy considerable land adjoining the South Boston property and to build there houses for selected advanced pupils from anywhere for music or other study. It was a great vision, but he did not live to carry it out.

Although under Mr. Anagnos the kindergarten had rapidly grown from one family of thirty children to four such families, one hundred and twenty in all, which is in itself a sizable school and larger than many of our institutions for the blind, even so Mr. Allen purposely did not allow for further increase of this department at Watertown. He foresaw that under the new law combatting blindness from babies' sore eyes — the scourge which had always been the chief feeder of such schools — his primary department must eventually decrease. But he did not expect this to come so soon as it did, and

when at the opening of a new term in the late 1920's he reported with no little satisfaction that the blind girls' kindergarten family was far from full, and foretold an even greater dwindling, a Trustee asked if this should not mean the uniting of two families. Mr. Allen replied, 'No,' and being pressed for his reason, he gave the Board his plan that the Board should consider buying a simple place in the country somewhere, for the increasing poor material in pupils, that this should be supported partly by state grant, and that a considerable part of the Perkins funds should be divided up into scholarships to be awarded to promising pupils from other schools all over the country; that Perkins could demonstrate, as the Royal Normal College had long been doing, what could be done with selected youth under ideal conditions. This, he explained, would lift Perkins, help gifted pupils, and advance the cause of the blind. Now, he had not intended to propose this pet scheme of his without first preparing individuals of his Board to understand it and to support him. He soon saw how unwise he had been in prematurely disclosing it, for an influential member of the Board squelched it immediately. And yet, given time, this is exactly the sort of thing Mr. Allen could and might have brought about. We are behind England in this respect — she has three schools for selected blind pupils of promise and knows how wasteful, unscientific, and unfair it is to keep the promising and the unpromising together, if the best are to have a proper chance.

This is perhaps the place to make plain what was Mr. Allen's reorganization plan for the not very distant future of Perkins. Since, with the stopping of more and

more infant blindness from preventable causes, most accessions to the school would be children with inborn eye trouble, manifestation of general or deep-seated defect and of less educational promise, the need of separating the promising from the unpromising would become imperative. Perkins, therefore, would either deteriorate as a whole or should divide into two distinct schools. That for the promising might well remain for the present in the plant at Watertown, the other being located a few miles away in the country where a less elaborate plan could be followed. (Of course the blind feeble-minded really belong with the other feeble-minded.) This would be in the interests alike of the unpromising blind, the promising blind, the cause, and the community.

Obviously the Watertown plant was conceived and created for the truly educable only. If these cannot be attracted to it in sufficient numbers to fill it, then it can be sold and the two smaller schools above described erected. As Mr. Allen sees it, the only way to obviate such a plan for every considerable community is to transfer the energy and vast cost of the present procedure everywhere to the stopping of all unnecessary blindnesses.

Anyone desirous of studying Mr. Allen's forward-looking plans and their underlying philosophy should read his two papers: 'Modern Tendencies in the Education of the Blind,' 1933,¹ and 'The Education of Blind Children of School Age,' 1934.²

¹ Read at Hartford, Connecticut, November 24, 1933, and printed by the American Foundation for the Blind in 1934.

² Somewhat changed and brought down to date in *What of the Blind*, Helga Lende, American Foundation, 1938.

PUBLICITY

PRINCIPAL VAN CLEVE once said to Mr. Allen, 'You are the greatest booster for your school I ever saw.' Since the practical half of the education of the blind rests with employers of labor, Mr. Allen did believe in keeping the institution in the public eye. He had 'Perkins notes' in most issues of the *Outlook for the Blind*, and had the notable Perkins events chronicled in the daily newspapers, until it was suggested to him by the editors that other organizations must be given space. He had planned the first-floor center of the main building for large gatherings, educational and social, and he kept open house to visitors, making it plain to educators and students generally that they were not simply welcome but wanted, often providing particular groups, like Doctor Richard Cabot's classes in Social Ethics from Harvard and from Radcliffe, with a special demonstration, and he usually went about with them explaining what they saw. In 1914 he reported that some thirty-six hundred visitors had attended special functions at the school that year.

Except on the later Washington's Birthday celebrations there were few curiosity-seekers. The celebration on that day was an old event, Mr. Anagnos entertaining a group of important Boston friends at lunch before it. At Watertown its scope could be more truly educational. Five hundred invitations were regularly sent out to teachers and to others who were interested, or who ought to be interested, in a general demonstration of such a

school's activities. For a few years these guests came to it in reasonable numbers, but later it was overrun with young people eager only to see the really good gymnastic, calisthenic, and swimming exhibitions with which the afternoon always ended.

After 1925 casual visitors could set going, in the library, a miniature daylight movie which showed how active and normal the life of the institution was, both indoors and outdoors. Those who wondered why an expensive tower overtopped the plant little realized how often that tall finger beckoned the public in to see what was going on beneath it, and how many went away from their visit, their pity replaced by a new understanding and respect. That same year Mr. Allen reports the making of a standard-sized moving picture of Perkins and its activities to be used at the school, shown outside, or lent for educational purposes. This film has been taken round the world, and has been shown by Mr. and Mrs. Rufus Graves Mather in Argentina, Brazil, Chile, Peru, Cuba, Porto Rico, and in most of the Near and Far East countries to help the cause of blind people and that of preventing blindness.

In the 1914 report we read: '... the director and members of his staff have by lecture and demonstration acquainted a number of outside audiences with the workings of the school, — such as library classes at Simmons College, and classes in education at Wellesley College. Classes from both these colleges have visited the school, as have classes and professors with students from Wheaton College and from the Boston School of Social Workers. Several admirable articles descriptive of its spirit have appeared in papers and magazines.

The director once contributed to *Nelson's Encyclopedia* its current article on the "Education of the Blind," and to annual reports of the Bureau of Education at Washington reviews of the progress in the education of the blind made in the United States within the school years 1912-1913, 1915, 1918-1920.'¹

(The *Encyclopedia Americana* used Mr. Allen's monograph on the *Education of Defectives* for articles on the education of the blind and on the deaf-blind; and Doctor James Ford, Professor of Sociology at Harvard, for the chapter on Blindness and Deafmutisms in his *Social Problems and Social Policy*.) R. Tait McKenzie, M.D., in his *Exercise in Education and Medicine*, founded the chapter on exercise for the blind upon Mr. Allen's paper in *The American Physical Education Review* for June, 1906.

Perkins united with Overbrook not only in making these two plants continuous demonstrations for the better understanding between the blind and the non-blind, but also in the exchange of a few pupils, and inaugurating the mental testing of all pupils and applying the results through translating them into action.

Through Miss Florence Birchard of the Massachusetts Division of the Blind, Perkins gave its upper-school pupils vocational counsel, and its graduates placement and follow-up supervision. It headed an efficiency committee of the American instructors to investigate and report on curricula in our schools for the blind, and summer after summer it sent over New England a home visitor to check up on all the pupils at home

¹ No American paper on the same subject had appeared in this publication since Doctor Howe's contribution in 1873.

on vacation, to get in new pupils who should be at the school, and to give advice to mothers of blind babies. In 1923, when Mr. Allen was becoming interested in the pre-school movement, he wrote: 'A blind child kept at home is so sure to be different from the rest of the family that some observers would have him removed and placed out, together with a few others like himself, where he would suffer neither coddling nor neglect. Others, feeling that such a child, who, doomed by blindness to miss a multitude of life's pleasures, can ill afford to be deprived of the mothering that most of us recall, together with all that home ties mean, would rather see him kept at home, if he has one. But, since they realize the responsibility of so doing, they would put this home in the care of a trained visitor — some tactful, sympathetic woman who knows how to bring to bear upon families the influences which we read about in books on the pre-school child.

'We have long been mailing printed "Suggestions to Parents of Blind Children," and the Massachusetts Division of the Blind has been sending an agent into such homes. Even so, when the blind child of six first enters our kindergarten we find him by measured tests from nine to eighteen months retarded.'

The educational standing of Perkins was such that heads of other institutions came to visit it. Principal French came on from California largely to consult the Perkins Blindiana Library in connection with his doctorate thesis, later published as *From Homer to Helen Keller*.

Doctor Ek, Rektor of the Institution for the Blind, Stockholm, Sweden, was Mr. Allen's guest for a week,

while Señor Luque, Secretary of the Institution for the Blind at Bogotá, Colombia, took the Harvard Course. No German educators of the blind had visited the American schools until 1929, when Doctor Erich Wittke of Leipzig took the Harvard Course. In September of that year came Doctor Phil. Artur Peiser, Direktor at Steglitz, and in April came Doctor Ernst Kortschak of Gratz; these were much pleased that Mr. Allen could talk with them in their own language. In 1931 Mr. Berthold Lowenfeld, Oberlehrer at the Jewish Institution for the Blind of Vienna, was the institution's student guest for seven weeks, afterward giving valuable suggestions about the entertaining of the World Conference guests.

CAMP ALLEN

IN 1920 Mr. Allen was urged by Mr. Irwin of New York and Mr. Latimer of Pittsburgh to join the Boston Lions Club International, because the Lions were everywhere taking the blind for their social-service project. These two prominent blind men had joined their home chapters and were hoping to effect something of importance for their people. So Mr. Allen became a Boston Lion — and it might be added that the members of the club have been so kind and so attentive to him, especially since his retirement from Perkins, that he has become fond of them all. They call him 'Dad.'

He would not let them contribute money to some unimportant blind object which would soothe their consciences so that they could pat themselves on the back and dismiss the matter; no, he preached, 'The gift without the giver is bare,' and for eleven years, as he laughingly said, he kept them from doing anything for the blind. Most unexpectedly, when he was feeling that perhaps he had stifled their interest in his cause, they asked him to suggest some projects, which he did. From these they chose a summer camp for a few blind girls. The money having been raised, they put up a structure on a pond-side property donated by Doctor George S. Foster, a Manchester, New Hampshire, Lion. There the camp opened in 1932 and has been carried on summers ever since, proving a blessing to campers and Lions alike.

It has not been a delegated affair, not something sup-

ported by absentee Lionism. On the contrary, the Boston Lions personally cleared the site, drew the house plan, painted the structure, and, through a camp committee, and the invaluable unpaid assistance of Mrs. Cora L. Gleason, long connected with Perkins, they have themselves run the camp, visiting it often and bringing along their families to enter into the spirit of the place. Of course such participation creates a real feeling of proprietorship. Thus the value of Camp Allen is not merely that it helps directly a few blind girls but that it indirectly helps lift the status of all blind people. That status is everywhere what public opinion makes it. This Boston group of the seeing public no longer pities the blind; it respects them. How could it have done more or better?

This camp idea was not a wholly new one. Miss Alice M. Lane, long a devoted primary teacher at the Perkins Kindergarten, had for the ten years from 1916 to 1926 conducted a small camp for young blind girls on a tiny lake in Georgetown, Massachusetts. She got the money for it largely from friends and from her own savings, though the kindergarten paid the rental of the two camp cottages. She gave her services, and though she sometimes had a voluntary assistant, she herself and the girls did the housework. Everything about this camp was simple, but in spirit and in helpfulness to the girls, most of whom were homeless, it was very rich.

Year after year beginning with 1918 the ladies of the Boston Committee on the Blind, a Jewish organization originally directed by Mrs. Louis Rosenbaum of Temple Adath Israel, had made it possible for about twenty of

the older Perkins boys to spend a week at a summer camp of the Boston Y.M.C.A. just prior to its regular opening. No opportunity was more eagerly accepted by the boys and their instructor.

FIVE MEMORABLE OCCASIONS IN MR. ALLEN'S
ADMINISTRATION

Formal Opening of the New Buildings of Perkins Institution
ON THURSDAY afternoon, June 4, 1914, the new buildings of the Perkins Institution at Watertown were dedicated. In spite of rain, fully six hundred guests were present, including the four living members of Doctor Howe's family — Mrs. Laura E. Richards, Mrs. Florence H. Hall, Mrs. Maud Howe Elliott, and Professor Henry Marion Howe.

The program included prayer by the Reverend Paul Revere Frothingham, opening remarks by the Honorable Francis Henry Appleton, President of the Corporation, and addresses by His Excellency David I. Walsh, Governor of Massachusetts, Professor Henry Marion Howe, Professor Francis G. Peabody, and William B. Perry, Esq., an alumnus of the school. There was also singing by the school choir.

President Appleton presided with his usual courtly graciousness, and was at his best in his opening remarks. All the addresses, especially that of Doctor Peabody, were on a high spiritual plane.

The aesthetic dancing of the girls and the five-o'clock tea, planned for out-of-doors, were naturally held indoors, where, though less picturesque, they were nevertheless much enjoyed.

*The Convention of American Association of
Instructors of the Blind*

At the end of the academic year of 1924 Perkins entertained the A.A.I.B. convention in a way differing

from any ever held before. All the staff and the better half of the pupils remained throughout to carry on the cottage routine for the visitors, their guests in the houses participating in the usual family life there. Some regular classes and chapel were carried on; there were many special exhibits and the pupils, together with Mr. Jacob Bausch's boys from Ohio, furnished entertainment each evening — music, a play, dancing, etc. One evening were held the graduating exercises of the Class of 1924, showing the Perkins way of having these young blind people appear as chief actors in the performance, a prominence they may never enjoy again in life.

A word about these graduating exercises must be said here; they were original with Mr. Allen and planned to show the graduates to themselves at their best and to give the greatest pleasure to their parents. Once during Mr. Allen's enforced absence from this occasion the Reverend Paul Revere Frothingham took his place and presented the diplomas. Afterward he wrote Mr. Allen congratulating him upon the exercises, and saying they were the most interesting high-school commencement exercises he had ever attended.

Principal Burritt wrote:

'Such a convention as that at Perkins, June 23-27, 1924 . . . is far more informing and instructive than the old blind conventions, helpful as these were.

'The usual thing at these conventions has been a program of stated papers with more or less, usually less and too little, discussion. At Watertown this summer there was a carefully thought-out program and a combination of theory and practice, the theory being set forth in stated papers and their discussion; and the

practical side being represented by demonstrations prepared by the teachers and presented by the teachers and pupils.

‘The helpfulness of such a convention to our calling generally far exceeds that of conventions in which theory alone is presented, without living demonstrations. The inspirational value to the entire staff of the institution where such a convention is held cannot be estimated. It provides opportunities for the members of the staff to meet and to become acquainted with the workers in our special field; opportunities that few of them have had or will ever have, because our workers in residential schools for the blind seldom have or can have opportunities to visit other schools. Perkins now, as Overbrook in 1911, will feel this inspiration for years following the convention.’

And one of the pupils wrote:

‘As soon as it was decided that the convention should be held here at Perkins and that, unlike the conventions held at other schools, some of us pupils were to remain, we were all curious to see who they would be. I must admit that I was not over-enthusiastic at first; but, as the time drew nearer and I heard so many delightful plans being made for the occasion I became more interested and was very happy when told that I might stay. It was to be an unusual event, and, as I may never have the opportunity of attending another convention of this kind, I was determined to get all the benefit I could from this one.

‘At first it seemed as though everything would be formal and stiff; I felt that none of us would be acting like ourselves. And still, when the time came, the

guests were all so friendly and interesting that we gave them our very best without the slightest effort.

'There was no excuse for idleness during those five days. There was not only one thing but several going on at the same time in different parts of the building. If you were not especially interested in the lecture or demonstration to be given in one place, there was sure to be something else in another place that you would enjoy. But in most cases the question was asked, "Which shall I leave out? — they are all so inviting."

'There was also a great variety of entertainment in which the boys' band from Cleveland, Ohio, played a prominent part. They gave us several delightful concerts and morning serenades; and one afternoon they very kindly consented to play for us to dance on the green. For our part of the entertainment several of our favorite numbers, given on previous occasions, were repeated. They were enjoyed as much by those who had heard them before as by those who were hearing them for the first time.

'It was really quite thrilling to be awakened in the morning by a bugle-call instead of a rising bell. Who could go back to sleep or even doze after that? But no one wished to, even if she could; there was too much to be done that day, and everyone was eager to see what new things it might bring.

'I derived a great deal of pleasure as well as benefit from the convention. It was a memorable week, and one which I shall never forget.'

Century of the Incorporation

On March 2, 1929, was celebrated the centenary of

the incorporation of Perkins, begun as the New England Asylum for the Blind. There were simple but appropriate exercises in the assembly hall. President Appleton and Mr. Saltonstall of the Board spoke, while pupils read extracts from the articles of incorporation showing how vitally the ideals for the education of the blind have changed since then. A few relatives of the Founder of the institution, John D. Fisher, M.D., were present, one, Mrs. Annie R. Thayer, expressing her appreciation for the tributes then paid him.

Afterward the girls' school, the Fisher Cottage family, and some South American visitors, who had arrived that morning, adjourned to Fisher Cottage, where Mr. Allen presented a framed photograph of Doctor Fisher to the cottage, which was charmingly accepted by one of the older girls. Miss Julia Burnham, an alumna teacher, read an original poem and all the girls joined in several songs. It was a simple but moving service.

The Visit of the Japanese Prince

Prince and Princess Takamatsu of Japan visited the United States in 1931 and, coming to Boston in April, were in the care of Mr. Courtenay Crocker, then President of the Japan Society of that city. On learning that the Prince wanted especially to visit Perkins Institution, Mr. Crocker brought him and the Princess out one afternoon. The pupils sang for them in the chapel. The Prince, being deeply moved, here broke his rule against speaking in public and made a few remarks, interpreted by the Japanese consul. He especially thanked Perkins for its courtesy to the two Japanese students, each of

whom had spent a year at the institution taking the Harvard Course. He then made a hurried tour of the buildings and was whisked away in his car.

The World Conference on Work for the Blind

Later that month Mr. Allen had the great satisfaction of entertaining this conference, its ninety-seven delegates being overnight guests in the several cottages and entering delightfully into the family life there. The one evening they were there, at the suggestion of Doctor Lowenfeld of Vienna, a 'pop' concert was arranged. Light refreshments were served at tables while our Mr. Gardiner's chorus provided music ending with Coleridge Taylor's 'Hiawatha's Wedding Feast.'

The next day, largely through the efforts of Mr. Robert I. Bramhall, Director of the State Division of the Blind, the Mayor of Boston gave the guests a luncheon at the Hotel Copley Plaza. The principal delegates spoke after the luncheon, as did Mr. Allen, who received an ovation when he rose. On leaving one of the delegates said that two of the things which would longest remain as memories of his visit were the magnolias blooming in the cloister gardens at Overbrook and the singing of the Perkins pupils.

MISCELLANY

MR. ALLEN has always seemed one of fortune's favorites and an unusually lucky and happy man. Born of good New England stock, and into a family not rich enough to spoil him but able to give him the best educational and cultural advantages, he had fallen into a vocation which suited him perfectly. He loved the blind people from his first meeting with them, and they loved him. He never applied for any post he ever had; the position sought him, not he the position. He had rebuilt two institutions, moving both into lovely country surroundings, and lived to see several movements he had started generally accepted in the work for the blind, — beautiful buildings and environment for blind children, varied physical culture to include posture and bearing, dancing and skating, and out-of-door sports and games with play apparatus. Then classes for the semi-sighted, professional preparation of teachers, home visiting, with the early translation from the German of a leaflet on 'Advice to Parents of Blind Children,' which led to his interest in the home or pre-school training of such children. Now in 1934 (perhaps as a result of his suggestion in 1931 to Miss Jane A. Russell, the then superintendent of the Boston Blind Babies Nursery) has been begun there a nursery training school for them, one where funds, plant, and interest all seem ideal for its fullest development. If he had been allowed to continue in the work, which fortunately for him he was not, he had one or two other schemes which will some day be developed,

probably the first being selective education, which England, Switzerland, and Italy already have.

Apropos of his games and play apparatus introduced at the kindergarten, Mrs. John Chipman Gray, for many years President of the Ladies Visiting Committee to the Kindergarten, told him on her final professional call that she was resigning her post only because of failing health; and she added that whereas she had not been pleased at first with his appointment and with certain of his changes in the kindergarten, she had long since seen how wise and far-sighted the move to Watertown and the increased outside activities encouraged by personal leadership and play apparatus had been for the children.

In May, 1929, Mr. Allen was surprised and gratified to receive, unexpected and unasked for, the following letter from one of the oculists to the institution:

My dear Mr. Allen:

This year I understand that I have seen every one of the pupils at your institution and have looked over their eyes.

I must say that for a group of people whose eyes are all abnormal, they have as clean a group of eyes as I have seen in a long time. . . .

I want to congratulate you on the splendid general physical care and condition of the children, and hope that in future years you will be able to get along with as little eye trouble as during this past year.

Sincerely yours,

(Signed) HAROLD B. CHANDLER

This result was the product of a system of his own, of the skill and tireless devotion of the nurse, Miss Ella Loomer, and of the employment of women of culture as matrons and at the four kindergarten families each having an assistant capable of being advanced to the matronship in case of a vacancy. The matrons were often widows who had had homes of their own; there were occasional talks and lectures from outside on diet, while the nurse regularly, the doctor and the Director often, took a meal at one or another cottage. But while the physical development was not overlooked, as the above letter testifies, spiritual and cultural development came first. Instruction is not necessarily education, and the education and socialization of the pupils were best promoted by the cottage-family type of living; and Mr. Allen never encouraged anything which should institutionalize this or lessen its influence.

If he had not found his place in a school for the blind he would have liked to head a school for self-help boys, like the famous Kent School in Connecticut, an idea which is beginning to 'take hold' in our country.

Mr. Allen was one of those rather rare persons to whom money was a matter of little interest — so long as it was his own money. His wants were simple, and he believed in bringing up school boys and girls to be frugal and saving, especially handicapped children; for if any children need to be taught thrift and economy, they do. 'Thrift and thrive come from the same root,' he was wont to say. Because he was careful of the institution money, everyone else was so too, especially Mr. Reardon, his practical man of affairs, Mr. Carroll, his chief engineer, and Mr. Flanders and Mr. Goss, his stewards.

Mr. Thorndike, the Treasurer, appreciated this feature of Mr. Allen's administration and commended him for it several times. The only criticism he ever had in the matter was from a friend of Perkins who intimated that it was not well for the kindergarten to have a large balance left over at the end of the year and asked if he could not spend it advantageously.

After the World War Mr. Allen raised the salary of every individual in the institution except his own, and when the Treasurer suggested that his should be raised, he said he had all he needed. He neither received nor desired any salary for the Harvard Course, and he turned over to the Treasurer any moneys he was paid for professional articles he wrote, on the ground that his time and services were paid for by Perkins. These facts were probably taken into account in fixing his retirement allowance.

Mr. Anagnos, also, was a faithful and careful custodian of the institution's resources, and many a time walked out from Boston quite as much to save five cents for the school as for the exercise. He is reported to have said that his salary was small but that, while he thought his successor should be paid a larger stipend, he would never accept more.

The Halifax explosion of 1917 made a powerful appeal to the blind everywhere. Sir Frederick Fraser, a former pupil of Perkins Institution, and then Superintendent of the Halifax School for the Blind, wrote Mr. Allen a graphic account of the catastrophe. He immediately brought the matter to the particular attention of the American Red Cross in Boston, with the result that he was made chairman of an American-

Canadian committee to investigate the condition and prospects of the blinded and to report with a program of recommendations for the society to consider. He and Mr. Van Cleve with others of his committee met in Halifax in January. He remained three weeks, leaving as the committee's representative, Miss Lotta S. Rand, of the Massachusetts Commission. After her return to Boston he wrote the committee's report and carried it to Washington. This Halifax experience, especially the interviews with victims of the disaster or with their families, was very wearing to a person of Mr. Allen's sympathetic nature. He would never allow any member of his family to read the card histories of individuals, saying, 'They are too dreadful.' When he returned from that experience his partial deafness — due to the breaking down of the nerves of the ear — was noticeable for the first time.

Both before and after our entrance into the World War, Mr. Allen and other of our institution heads were called to Washington and Baltimore for consultation as to plans for such of our veterans as would return blinded. His reports of these years often refer to the spirit of loyal helpfulness rife at Perkins; many of his after-chapel talks then treated of war matters. Eloquent visitors spoke likewise. He released three of his staff for government service. A deep desire to help was felt by all the pupils. One, Mr. Henry E. Mozealous, who had graduated, left a good position to teach music at Evergreen, the hospital-school for the rehabilitation of our war-blinded. The undergraduates did what they could, sewing for the Belgian children, knitting for the soldiers, making surgical dressings, repeating dramatic

plays which yielded a considerable sum, and collectively buying Liberty bonds.

Many eager women wrote to Perkins to know how they might help the war-blinded, and much correspondence followed. Several prospective helpers observed at Watertown, while a number stayed weeks before departing for France; one, Miss Clara B. Hyde, a wealthy New York woman, was two months at the institution and spoke well for its family life and amenities, saying that she was very happy living in one of the cottages and taking her part in its activities like one of the teachers.

A barrel of table games was ordered by Lighthouse Number 1, in New York, for Lighthouse Number 2, in Paris. Thousands of braille slates were made for the American Red Cross, and quantities of games, appliances, and books were sent to the Near East Relief.

When the books began to pour in from the \$100,000 government grant for books for the adult blind and the \$75,000 grant for talking book records, Mr. Allen realized that they would soon swamp any school library, and he began talking with the State Librarian about taking over the housing and outside circulation of these books. The city libraries of New York City, of Philadelphia, and of St. Louis, as well as the state library at Albany, are doing this work with notable efficiency; they have the necessary space and money for it. Perkins would still have the credit of having started this beneficent service under Doctor Howe, and would show its wisdom by putting it into other hands when it had assumed such proportions as called for more and more space and a larger force of workers.

The Massachusetts Home Teaching and the super-

vision and sale of the home work of the alumnae were first carried on by Perkins or with its aid, but were given over to the State Commission for the Blind when that seemed wise.

The conference of home teachers, which has several times, in the past few years, held its biennial meeting at Perkins, is an outgrowth of a group originally of the Massachusetts Home Teachers, joined gradually by the Rhode Island, Connecticut, Pennsylvania, New Jersey, and New York Home Teachers, and finally organized into the Eastern Conference of Home Teachers. The original conference was another of Mr. Allen's inspirations. To his Harvard Class he had given the lecture on Home Teaching once or twice, then asked Miss Lillian Garside to give it, feeling her talk from real experience would be more valuable than his. Suddenly he thought: 'Why not have a two days' conference of the teachers themselves? The Harvard Class can then get first-hand instruction on the subject from experts in the field.' The expanded conference evidently fills a need, or it would not continue so enthusiastically as it does.

This shows what is several times demonstrated in this review but what we wish to emphasize here. Mr. Allen always accepted and adopted any idea he felt would help his work or his cause — always giving credit where credit was due — but more than this he was an 'original first cause'; he was never a leaner or a follower, but was a pioneer and was gradually followed. In this he resembled his great ideal — Doctor Howe.

One of Mr. Allen's greatest satisfactions was interviews with aged men and women who had been active

and capable in their fields and who felt that without their sight they were a burden to themselves and to others. One special case is typical of all. An aged minister from a small town in Maine called one day for help. What he wanted most of all was to be able to read his Bible; for having it read to him, even by a devoted daughter, 'put something between him and his Lord's word.' On such occasions Mr. Allen had a way of talking and an evident sympathy which carried conviction with what he said. He told this man that the Bible was printed in a type he could easily learn to read, the Moon type; in fact, he said he had that very day received the photograph of a woman of ninety-nine who had learned to read Moon with her fingers; he told him also that he could carry on his correspondence by means of the typewriter. A year or two later this gentleman came out to Watertown again and said: 'I want to grasp the hand of the man who gave me back my Bible, enabled me to preach again and to correspond with my friends, the man who gave me the motto I shall never forget: "*You can if you think you can.*"'

MR. ALLEN'S RETIREMENT

IN JUNE, 1930, Mr. Allen, still in his sixty-eighth year, returned from England, where he had been called by a family tragedy, to be met almost immediately by two members of the Executive Committee of the Board, Mr. Robert H. Hallowell and Mr. Albert Thorndike, who said (to quote from Mr. Allen's diary): 'that the Board had met in my absence and wanted an understudy here, to relieve me as soon as possible of administrative details; that I should be Director Emeritus to advise, write, and otherwise keep active and serve the institution as long as possible.' He greatly hoped for an understudy who would carry on in the spirit of the Perkins tradition which had kept the school in the front rank from the beginnings ninety-eight years before.

Mr. Hallowell is a comparatively young man and truly interested in the underprivileged; it is an honorable tradition in his family. He had shown Mr. Allen for some time that he did not approve of his carrying on so independently as both his predecessors had done and as George Richards, Esq., vice-president, the Reverend Dr. Frothingham, chairman of the committee on education, William Richardson, M.D., chairman of the house committee, Miss Annette P. Rogers, and the trustee fathers of three successor board members, had wished him to do. Meanwhile the Honorable Francis Henry Appleton, who had been the kindly approving President of the Board for thirty-two years, resigned, and Mr. Hallowell was elected in his place. Mr. Allen felt that this boded no good to him, but he

was unprepared for what actually happened. He began looking for a successor, obviously from the field of education; still he did not expect to be retired before the Centenary of Perkins was celebrated in 1932. He was growing deaf, but the pupils were blind and this handicap only made the bond between them the stronger. In February a Trustee, the Right Reverend Henry Knox Sherrill, Bishop of Massachusetts, suggested, as candidate, the Reverend Gabriel Farrell, Rector of the Episcopal Church of Rhinebeck, New York. Mr. Hallowell, on inquiring of Mr. Farrell's college, Dartmouth, received 'a wonderful letter of recommendation of him from President Hopkins,' and he was appointed Director forthwith.

This appointment, from an alien field, at what most people considered the leading school of its kind in the country, was a heavier cross for Mr. Allen than his retirement. It roused a veritable storm of protest. Mr. Hallowell is reported to have said that the answering of all these letters became a burden to him, yet he felt the criticism would blow over in time. Many of these, some even from Europe, collected from carbons the writers sent Mr. Allen, together with tributes to his leadership, and expressions of affection, which Mrs. Allen has assembled, make a sizable volume; and he would like to thank publicly his host of friends, so unexpectedly large, who stood by him, not alone with sympathy, but with manifestations of it, in this the most trying experience of his otherwise rather unclouded life. His retirement, though an apparent cross, has perhaps proved a blessing in disguise. Principal Van Cleve died in 1937 from overwork, and Principal

Burritt suffered a temporary mental collapse from the same cause, while Mr. Allen remains about as vigorous and active as he was ten years ago.

The next year Mr. Allen sat on the platform while the new Director celebrated the first centenary of Perkins, which his predecessor had so gloriously rounded out. Of this a friend wrote, 'Your martyrdom has only added luster to your reputation.' He had long looked forward to celebrating this centenary, in 1932, in all which period the institution would have had but three directors. It was this continuity of administration and of ideals that had largely made Perkins what it was, nationally and internationally.

Just as Mr. Allen took with modesty and humility all the honors that had been bestowed upon him, so he accepted his retirement from Perkins with sorrow and resignation but without bitterness. He had had the pleasure of entertaining the World Conference on Work for the Blind, by whom he was hailed as a great leader. Before the conference broke up he had been guest of honor at a beautiful dinner given the visitors in New York by President Migel of the American Foundation for the Blind, and President Cromwell, of the American Braille Press, at which many kind things were said, among the ones which pleased him most being Principal Van Cleve's tribute, in which he proposed a new degree for Mr. Allen, that of F.B., explaining that from his observation he was most deserving of the title 'Friend of the Blind.' One of the Perkins alumni had previously said to him, 'You have had the confidence of the blind more than either of your predecessors ever had.' In 1930 the University of Pennsylvania gave him

the honorary degree D.Sc. for his contribution to his field. The New York Association for the Blind gave him a Tiffany loving cup most charmingly inscribed. The National Institute of Social Sciences bestowed upon him its gold medal, his sponsor being Doctor John Finley. His host of blind friends and members of his general staff oversubscribed \$600 for a bronze relief of him; the Alumni and Alumnae Associations and the Kindergarten staff gave him gratifying testimonials; and at the suggestion of one of the pupils, Peter Campbell, the institution chapel where he had talked to the school every morning was named for him 'Allen Hall.'

President Hallowell immediately asked him to continue the course in the Graduate School of Education of Harvard University, Mr. Allen being annually appointed by the Corporation 'Lecturer on the Education of the Blind' necessarily, and (at his request), without stipend. Taking advantage of his slight connection with the University, he went to Cambridge to live, to avail himself of the many valued privileges this connection gives him and Mrs. Allen.

He had always held that the good of the institution was more important than that of any individual in it, and that the cause of the blind was greater than that of any institution. Members of his Board could see no sense in this, and told him so. However, he saw it, and it was well he did. Instead of having his work taken from him, he has continued to have all he could do laboring for the cause so dear to him, the cause he had served so faithfully for fifty years in September, 1936.

Mr. Allen had ended his 'Survey of the Work for the Blind in the United States from Its Beginnings until

Now' ¹ with his list of the ten great Americans in our own field of the blind. The editor of the *Dictionary of American Biography* asked him to write the sketches of five of them: Michael Anagnos, Sir Francis Campbell, William H. Churchman, Joel W. Smith, and Samuel Gridley Howe; also that of John Dix Fisher, M.D., Founder of the Boston School.

(Since his retirement he has written for the editor of the *Outlook for the Blind* the obituaries of these his contemporaries: Charles F. F. Campbell, Emma N. Delfino, Liborio Delfino, Alexander Mell, and Edward M. Van Cleve, and a biographical sketch of Olin H. Burritt; also book reviews of Anne Sullivan Macy, Helen Keller's Journal, and Alfred Hollins's *A Blind Musician Looks Back*.) Beginning with January, 1932, he has contributed a 'Dr. Allen Says' to each issue of *The Teachers Forum for Instructors of Blind Children*. He also began writing his many travel-letters for the three thousand finger-readers of the *Weekly News* — he calls these his morning chapel talks to his friends — and was in demand for talks and papers on his subject not only in America but in England as well. His correspondence has always been large, and he never allows a letter from a blind person to go unanswered.

His cup of contentment was quite full when Mr. Albert G. Cowgill, whom he had appointed head of his boys' school in Overbrook thirty-six years before, was in 1938 appointed head of the Pennsylvania Institution, and quite naturally he is a frequent and honored guest there.

¹ Paper presented at the Twenty-Eighth Biennial Convention of the American Association of Instructors of the Blind, Nashville, Tennessee, June, 1926.

He and Mrs. Allen, with gratitude to Mr. Thordike and Mr. Endicott for their generous retiring allowance, the amount of which the Board empowered them to fix, have spent their summers with their daughter in England, joining in the life of a typical English village. They have managed each year a trip to the Continent, a cruise, or an English tour; and everywhere on his travels Mr. Allen has visited shops, homes, schools, and gatherings of blind people. Principal Van Cleve was right in dubbing him Friend of the Blind, for if anyone ever really loved the blind and believed in them, it is he.

Speaking of this sketch, Mr. Allen said:

'I feel less satisfied with having rebuilt two institutions, with having initiated a course for the training of teachers of the blind, and with having started our classes for the conservation of vision than I do with having completely changed the spirit of the Philadelphia school and with having kept alive the idealism I found at Perkins.' This feature of his work is so well commented upon in the resolutions on his retirement passed by the A.A.W.B. at their convention in 1931 that they seem the most fitting ending to this biography.

'Whereas, the severance of the relations which have bound Doctor Edward E. Allen to the Perkins Institution for twenty-four years gives occasion for the expression on the part of this association of words of appreciation and esteem; and

'Whereas, Doctor Allen has been an active member of this association from its beginning and has so frequently and cogently contributed to its discussions in practically every phase of work for the blind that he has

placed upon the association indelibly the stamp of his personality, thought and ideals; and

‘Whereas, we recognize in him a foremost champion of the cause of the blind, who has given vigorous support to every effort to raise the social and economic position of the blind in the community; and

‘Whereas, Doctor Allen’s interest in his pupils and his intimate knowledge of them has not been bounded by the time of their enrollment in the school but has extended to their course in life after graduation, where he has rejoiced with them in their successes, and followed them with sympathetic encouragement in their reverses; and

‘Whereas, many a member of this association can testify to the continued fatherly interest and advice of one whom they learned to know in school days as their principal, teacher and guide; and

‘Whereas, for the crowning achievement of his devoted life we hail him as teacher of teachers, founder and leader of the Harvard course of teacher training; and

‘Whereas, we rejoice, now that Doctor Allen has been relieved of the humdrum of administrative duties, that he may serve the cause of the blind in an even wider sphere than heretofore through his writing, his addresses, his shaping of teachers in training through the Harvard course which is happily to be continued under his leadership, be it

‘RESOLVED, that we propose that this American Association of Workers for the Blind honor itself by now electing Doctor Edward E. Allen as life member.’

APPENDIX

LADDER OF PROGRESS AT THE PHILADELPHIA INSTITUTION FOR THE BLIND, 1890-1907

- 1890 Mr. Allen, as Acting Principal and Principal Teacher in residence, studies conditions, deciding what to change and what to keep. Finds the limited ground area largely covered with buildings, leaving little recreation space; library meager; almost no voluntary reading; New York point used in the school, braille in the music department; few free time interests, much evening loafing, too much punishment. Music and shop the strongest departments, school the weakest. Altogether too many adult pupils. General spirit poor.
- 1891 Mr. Allen made Principal. Gradual elimination of the adult pupil element continued, with general reorganization of the institution. Boys' school and girls' school graded and made fundamental and their principal teachers put in responsible charge. Future teachers to be normal or college trained. The kindergarten given a bright and adequate classroom.
- 1892 The kindergarten grows; a second kindergartner is engaged. American braille made the official system here (as in six other institutions). Home printing office opened and book-making begun from hand punched plates.
- 1893 An epoch-making foot-power stereotyper bought and braille sheets, pamphlets, text and story books multiply as never possible before. Final examinations written in braille *from embossed questions*. A sliding scale of teachers' salaries introduced.
- 1894 Teaching media increased, such as cushions and fur-

- niture tacks for map and outline drawing. Nature study begun.
- 1895 Finding history the least popular study, a new course in it is prepared and the necessary textbooks are embossed. A machine for embossing plates from which to reproduce paper desk maps is installed.
- 1896 New application form is prepared. All pupils measured for height, weight, and lung capacity — the resulting anthropometric charts showing them well under average in these particulars. Experiments in child study begun. Voluntary reading increases.
- 1897 Planning for removal to a suburban location begun. Four-day working exhibit of our wood-sloyd and of our embossing held at the Philadelphia Bourse where thousands of braille alphabet sheets, printed there with a common clothes wringer, were distributed.
- 1898 Emboss map plates of new grounds and buildings and multiply these on paper for the information of pupils. Interpointing stereotyper added to printing outfit.
- 1899 Removal to Overbrook, our 'promised land.' A librarian added to the institution staff to care for and to give out our already many embossed books. New program schedules put into use.
- 1900 The effect on all of us of the new, spacious, bright, and lovely environment is marked. The Pennsylvania Institution graduates its first class. Mr. Allen is chosen to write the monograph on the Education of Defectives for the United States' Educational Exhibit at the Paris Exposition.
- 1901 An attractive booklet picturing and describing Overbrook is issued. The gymnasium becomes the center for social gatherings, especially round dancing. Centenary of the birth of Dr. Samuel Gridley Howe celebrated. Some school departmental instruction is introduced. Voluntary chair caning in free time is started,

each pupil banking his earnings. Federal census again used for addresses of blind youth of Pennsylvania, Delaware, and South Jersey. Public reception held as formal opening of the new plant — Mr. Anagnos the principal speaker.

- 1902 Pupils' voluntary reading grows rapidly. Spoken English begun. Public declamation contest held. Ten weeks of quarantine against scarlet fever, no pupil going home during that time, shows self-sufficiency of the institution plant.
- 1903 First public gymnastic exhibition held. Teachers' meetings for the study of our subject begun. Centenary of the birth of Friedlander, the first Principal, celebrated. Seven graduates get posts as organists and singers, and of instructors in sister schools. Mr. Allen the year's President of the Department of Special Education of the N.E.A., meeting in Boston. Field officer appointed and his visitations begun both to recruit pupils, and to learn the condition of all the blind in our territory.
- 1904 Pictorial exhibit of Overbrook sent to the World's Fair in St. Louis; a duplicate, by request, to the Department of Education at Washington, D.C.; charts of our new housing to the social museum of Harvard University; piano tuning boomed through placements in factories and warerooms. The school chorus, accompanied by the Germania orchestra, sings Mendelssohn's The Hymn of Praise, in Musical Fund Hall, Philadelphia.
- 1905 Institution's reasonable responsibility for the future of its graduates stated in this year's report. Haydn's The Seasons sung. Considerable outdoor play apparatus installed.
- 1906 The idea of an athletic field is born. A sprinting track being set up, contests in field sports become a feature

in our school life. A swimming pool and bowling alley are added. A business course is begun. An Alumnae Association is formed.

- 1907 'Overbrook Day' for invited guests is established for every June. A full school makes for progress. General loyalty and school pride are manifest. The spirit is now excellent. The Managers report their satisfaction with conditions and results. Mr. Allen called away to Boston to reconstruct Perkins Institution. He names, as his successor, Olin H. Burritt, Superintendent of the New York State School for the Blind, who is appointed.

OUTSTANDING EVENTS OF MR. ALLEN'S
RÉGIME AT PERKINS

- 1907 Attending dentists appointed. — Care and sale of alumnae home work transferred to the State Commission.
- 1908 Large chorus replaces small orchestra. — Normal pianoforte course begun. — Playground apparatus installed at the Kindergarten. — Business Course introduced at the instance of the A.A.W.B. — Power applied to the stereotyper and the printing of braille fiction begun. — Maria Kemble Oliver Fund received to augment outside music opportunities for pupils. — Teacher-led play and social activities started at South Boston have marked effect on delinquencies.
- 1909 Thirty-four acres in Watertown bought as site for the new Perkins and drafting of plans begun.
- 1910 Housework systematically taught girls in preparation for Watertown.
- 1911 Shakespeare plays resumed. — Annual Report a sketch of the Perkins of the past.
- 1912 Removal to Watertown, with all that meant. — Peal of Bells. — First field meet held with outside team of seeing boys. — Table game making. — Appliance Museum begun.
- 1913 General contributory help of *all* in getting started in the cottage family life. — Daily morning chapel talks made more inspirational. — Kindergarten transferred to Watertown. — History of kindergarten in *Annual Report*. — Perkins brings about pioneer Sight-Saving Classes in the public schools. — Bennett Cottage dedicated.
- 1914 Formal opening of the new Perkins.

- 1915 Founder's Day inaugurated at the kindergarten. — Washington's Birthday demonstration revived. — Field visits from neighboring colleges. — Montessori didactic material introduced. — Exchange of pupils with Overbrook begun. — Christmas carols inaugurated.
- 1916 Psychologist engaged. — Spoken English especially taught. — Great kitchen garden and hennery started. — Salesmanship taught. — Home teaching turned over to the State. — Inter-cottage parties, Christmas and Hallowe'en celebrated. — Machine shop for appliances, games, and experimentation established.
- 1917 Bronze bust of Mr. Anagnos, gift of graduates of kindergarten, unveiled with commemorative exercises on his birthday, November 7. — Vocational councilor added to Perkins staff — also field worker. — Discussion of separating promising and unpromising, with talk of a cottage for the latter both at Perkins and at Overbrook.
- 1919 May 27, centenary of birth of Julia Ward Howe celebrated at Perkins. Mr. Allen has charge of the celebration at the Church of the Disciples, Mrs. Allen at the New England Women's Club. — Best's *The Blind* appears.
- 1920 Psychology Department put under Doctor Hayes.
- 1921 Harvard University extension course on the Education of the Blind begun.
- 1922 Report of reasons for sending selected pupils to local high school, with results. — Fisher Fund for residential scholarships to blind students of the Harvard Course reported.
- 1923 Pre-school training advocated and discussed.
- 1924 A.A.I.B. Convention of three hundred entertained according to cottage family plan, all staff and half the pupils retained to demonstrate it. — Booklet of special

- features and historical incidents of Perkins issued. — Corrective gymnastics doubled. Corrective speech begun.
- 1925 Harvard Extension Course on education of blind made regular offering toward Harvard's Ed. M. with Mr. Allen as Lecturer. — Special Methods Course for the training of teachers begun. — Prescott Fund, like Fisher Fund, but to include students with sight, started. — Moving picture of pupil activities made.
- 1926 Rektor Ek from Sweden spends a week at the school on traveling scholarship. — Miss Kelly's home visiting revived under Mrs. Gleason. — Mr. Allen calls first conference of New England Home Teachers to take place as the Harvard Course treatment of that subject.
- 1927 Whole lower school becomes experimental school carried on jointly by the Foundation for the Blind and Perkins. — Red Cross gives trained nurse twice a week to instruct Bennett Cottage girls in child care. — Moving picture of Perkins activities placed on call and duplicate exhibited round the world. Weekly news (braille) started by Perkins graduate, with encouragement from the institution.
- 1929 Perkins Institution added to educational institutions listed at Washington, D.C., as open to foreign students.
- 1930 Workshop at South Boston rebuilt. Mr. Allen awarded the D.Sc. by University of Pennsylvania.
- 1931 Overnight entertainment of ninety-seven foreign delegates to the World's Conference on Work for the Blind. — Preferential visit of Prince and Princess Takamatsu of Japan. — Berthold Lowenfeld, Ph.D., from Vienna, spends seven weeks observing at the school. — Mr. Allen is retired and the Reverend Gabriel Farrell takes over on July 1.
- 1932 Mr. Allen given the Gold Medal of the National Institute of Social Services. — 'Camp Allen' opened in

June by the Boston Lions Club. — Doctor French's *From Homer to Helen Keller* appears from the Foundation's press. *Blindness and the Blind in the United States*, a revision of Doctor Best's *The Blind*, is announced, to be printed with the aid of the New York, Boston, and Philadelphia Schools as part of their centenary celebrations, the National Society for the Prevention of Blindness assisting.

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